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BULLETIN  
OF THE  
STATE NORMAL SCHOOL FOR WOMEN  
FARMVILLE, VIRGINIA

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Vol. I :: No. 1

SEPTEMBER, 1914

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*Training School Course  
of Study*



**BULLETIN**  
**OF THE**  
**STATE NORMAL SCHOOL FOR WOMEN**  
**FARMVILLE, VIRGINIA**  
"

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**VOL. I, No. 1.**

**PUBLISHED QUARTERLY**

**SEPTEMBER, 1914**

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**THE COURSE OF STUDY**  
**FOR**  
**THE KINDERGARTEN AND ELEMENTARY GRADES**  
**OF**  
**THE TRAINING SCHOOL**

UNIV OF  
CALIFORNIA

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**PUBLISHED BY**  
**THE STATE NORMAL SCHOOL FOR WOMEN**  
**FARMVILLE, VIRGINIA**  
**1914**

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FOR WOMEN

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## PREFACE

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THE TRAINING SCHOOL COURSE of Study is printed primarily for home use and not for general circulation. The purpose is merely to put in convenient form for the guidance of present students and teachers in the State Normal School, at Farmville, a statement of the subject matter which has been found most available for the elementary work in this school at this time; and the attempt has been made to select and arrange this subject matter in accordance with certain principles which now seem philosophically sound. As conditions in the school and its environment change and as thought in education advances, much of this material must become—in fact, is already becoming—ante-dated. All of it must be constantly subjected to close scrutiny, and this scrutiny will frequently result in sweeping alterations. The present statement will prove most useful only as it furnishes merely the tangible bases or points of departure for further development and revision. Its chief function is to mark definitely a *stage* in the growth and progress which must continue so long as the Training School Course of Study attempts to meet the educational needs of the living and growing community.

Besides the introductory General Statement and the Appendixes, the book consists of two main divisions, (1) the Formulation by Grades, and (2) the Formulation by Subjects. The nature of this dual formulation is explained in the introductory General Statement. In Appendix I will be found a set of suggestive programs for Special Days; in Appendix II, a reference list of sources from which songs, games, poems, and stories have been drawn. The numbers in parenthesis after titles in the text refer to sources listed in Appendix II. Titles of books, when mentioned in the text, are printed in *Italics*; titles of selections from books, stories, poems, songs, etc., are printed in Roman type and enclosed in quotation marks.

FARMVILLE, VIRGINIA, September, 1914.





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## GENERAL STATEMENT

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The following general statement falls into five main divisions, viz. :

- (1) A statement of authorship;
- (2) A brief statement of the educational principles which have guided the formulation of this course of study;
- (3) A summary of the significant instincts and capacities of the various age-groups;
- (4) An interpretation of the Centers of Interest selected for the respective grades;
- (5) A discussion of the two-fold formulation of this course of study.

### I. AUTHORSHIP

This course of study is the product of the coöperative effort of the entire Training School Faculty. Every member has helped; each has helped to determine the significant instincts and capacities of the various ages; each has contributed material; each has participated in the discussions and deliberations by which the present course has been worked out; and each has joined in submitting most of what is herein formulated to the practical test of schoolroom trial. The Heads of Departments have aided mainly from the standpoint of securing progress in subject matter, and the Grade Supervisors have aided mainly in adapting subject matter to the needs of the children in their respective grades.

The formulation by grades is mainly the work of the Grade Supervisors (Critics); and the formulation by subjects is the joint product of the Heads of Departments and the Supervisors.

This coöperative authorship is regarded as an indispensable means of securing the distinctive values of the following course of study. It also accounts for the frequent changes that will be found in the style of the language.

The following officers and members of the Normal School Faculty constituted the Training School Faculty for 1913-1914:

Joseph L. Jarman, President.

Cliff W. Stone, Head of the Department of Education and Director of the Training School.

W. Arthur Maddox, Associate in Education and Principal of the Training School. (Resigned December, 1913.)

J. Merritt Lear, Head of the Department of History and Social Sciences and Principal of the Training School. (After December, 1913.)

Ellen J. Murphy, Supervisor of Seventh and Eighth Grades.

Mary D. Pierce, Supervisor of Fifth and Sixth Grades and Teacher of Education. (Absent on leave).

Eleanor B. Forman, Supervisor of Third and Fourth Grades and Teacher of Education.

Bertha Wells, Supervisor of Second Grade and of Industrial Work in Grades I-IV.

Mary Philippa Jones, Supervisor of First Grade and Teacher of Primary Methods.

Grace E. Mix, Supervisor of Kindergarten and Teacher of Education.

Mary E. Peck, Assistant Supervisor of Seventh Grade.

Mamie P. Rohr, Assistant Supervisor of Sixth Grade.

Maude I. Tillman, Assistant Supervisor of Third Grade.

Pauline Williamson, Teacher of Fifth Grade.

Julia Johnson, Assistant in Kindergarten and First Grade.

F. A. Milledge, Head of Department of Geography.

James M. Grainger, Head of Department of English.

Thomas D. Eason, Head of Department of Biology.

Martha W. Coulling, Head of Department of Drawing and Form.

Minnie V. Rice, Head of Department of Latin.

Lila London, Head of Department of Mathematics.

Christine Munoz, Head of Department of Music.

Dorothy Schartle, Head of Department of Physical Education.

Leola Wheeler, Associate in English.

Mary C. Hiner, Assistant in English.

Carrie Sutherlin, Assistant in English.

Thelma W. Blanton, Assistant in Second Grade and in Director's Office.

The Standing Committees on the Training School Course of Study are:

*Committee on Planning:* Dr. Stone, Miss London, Mr. Lear, Miss Pierce, Miss Forman.

*Committee on Editing:* Dr. Stone, Mr. Grainger, Miss Forman, Miss Pierce.

## II. THE GUIDING PRINCIPLES

The guiding principles by which the following course of study has been formulated have been derived from two main sources, viz.: the demands of society and the nature of the learners. These main principles are very far-reaching, and any expressions of them will overlap. For present purposes they may be briefly stated as follows:

1. *The educational demand of society is social efficiency.* Hence school work should be closely unified with life; it should reproduce life situations, and it should apply the available *efficiency tests*. It follows also that as communities differ in activities and interests, any course of study is local in certain phases of its excellence.

2. *The nature of learners* is such that education must start with the learner's educational capital, viz.: his native tendencies and capacities. The main corollaries implied here are: (a) That education can develop only the available tendencies and capacities; hence the course of study must be selected and arranged to promote the proper development of the available tendencies and capacities. (b) That education is a process of growth or development; hence the main test of subject matter should be its power to promote growth. (c) That the self grows only by its own effort; hence subject matter should be of the nature to prompt self-activity, i. e.: it should be motivated. (d) That children differ as to abilities; hence the selection and arrangement of subject matter should recognize these differences, and provision should be made for frequent promotions, both of classes and of individuals.

Two corollaries to both the above main propositions are:

(1) That mental discipline is specific rather than general; \*hence subject matter should be chosen because of its life

---

\*Further investigation of this question is needed, but that the discipline *per se* of the elementary school should be specific seems clear from present studies of the problem.

value. (2) That learning is never quite complete until it has passed into action; hence adequate provision should be made for the *use of knowledge*.

### III. THE SIGNIFICANT INSTINCTS AND CAPACITIES OF THE VARIOUS PERIODS OF CHILD LIFE

The starting point in education is native instincts and capacities, the goal is social efficiency, and the means of attaining the goal is subject matter. All instincts and capacities, it should be remembered, are significant whenever they are available for educational purposes. All are perhaps available in some degree throughout the school age; but the degree to which they are available at any specified time is what gives them their particular significance for education at that time.

Unfortunately, educational psychology is incomplete in respect to the development and sequence of instincts and capacities, and the following brief summary must not be regarded as in any way complete or as necessarily accurate. Not only are the facts not fully established for the various periods, but children of the same age differ so widely that great care is needed in coming to conclusions about individuals. However, a majority of children of the approximate ages indicated below have been found to exhibit certain distinctive characteristics. The following summary brings the results of the most reliable studies into a narrow scope. More extended statements will be found preceding the various groups of grade formulations and as parts of the respective grade formulations.

#### THE KINDERGARTEN GROUP

Ages about 4½ and 6½ inclusive

Motor activity strong; the child moves largely for the joy of moving; in his play he manipulates freely, and acts largely by trial and error, but becomes more purposeful toward the end of the period. Imagination spontaneous; true often undistinguished from false; animistic and dramatic tendencies strong. Imitation strong. Individualistic tendency strong and child still non-social. Reason active but largely by association.

## THE PRIMARY GROUP

Ages about  $6\frac{1}{2}$  to  $9\frac{1}{2}$  inclusive. Grades I, II, and III

Motor activity still strong, but as a result of important physical changes physical development often inadequate about eighth year; some may appear tired, dull, and peevish. Love of construction strong. Toward end of period interest shifts from activity itself to end sought, with concern for inability to accomplish desires; trial and error no longer entered into freely; beginning of felt need for drill; rote memory easy. Imagination still strong, but dramatization and other expressions less spontaneous. Animistic tendency waning. Curiosity takes factual turn. Still comparatively non-social; but pugnacity and other competition beginning. Collecting developing toward latter part. Reasoning more active, but largely confined to concrete situations.

## THE INTERMEDIATE GROUP

Ages about  $9\frac{1}{2}$  to  $12\frac{1}{2}$  inclusive. Grades IV, V, and VI

Physical activity at its height, directed toward definite ends, the period of most uniform physical development. Competition still strong; group play and gang instinct rapidly developing; capacity for coöperation and leadership strong. Tendency to tease strong. Dramatization and imagination more representative. Migratory instinct begins toward end. Indiscriminate collecting at height during first of period. Reasoning gaining but abstract thinking has little place. Power of memory increased by associations. Capacity for gaining skill great at first of period but less toward end. Self-consciousness beginning.

## THE GRAMMAR AND LOWER HIGH SCHOOL GROUP

Ages about  $12\frac{1}{2}$  to  $15\frac{1}{2}$  inclusive. Grades VII, VIII,  
and IX

Physical activity no longer enjoyed as such. Play must be coöperative, or team, form. Imagination very active, personal, creative, ideal. Social instinct develops very rapidly, shifting somewhat to adults; period of hero worship; personal imitation; very responsive to sympathy. Dramatic tendency



weak. Self-assertion very strong. Pugnacity manifested largely in argument and group contests. Migratory tendency strong. Collecting gains in purposiveness. Memory decreases for objective and increases for subjective matters. Reasoning more concerned with general truths. Little capacity for skill.

#### IV. THE CENTERS OF INTEREST

As will be noted in the various grade formulations, the subject matter has been selected and organized on the basis of Centers of Interest. These centers were chosen because they represent phases of our children's lives that can and ought to be improved. It is believed that our children can be improved in these phases of life, because in them they find opportunities for developing their available instincts and capacities, and it is believed that they ought to be improved in these phases of life because such improvement makes progress toward social efficiency.

##### CENTERS OF INTEREST COMMON TO ALL GRADES

On examination it is found that there are five centers of interest which are available for all grades of our Kindergarten and Elementary School. All our children *play*, all love *stories*, all are affected by and concerned with *seasonal changes*, all participate in and are surrounded by *special-day observances and celebrations*, and all have *school and individual needs*.

##### CENTERS OF INTEREST FOR INDIVIDUAL GRADES

Besides the above-named interests that are available in all the grades, certain interests have been found especially suited to each individual grade. For the respective grades these are:

KINDERGARTEN. Rhythm, Games, and Songs.

GRADE I. Children's Home Life.  
Homes of Other Children.

GRADE II. Surrounding Occupations.

GRADE III. Sources of Our Food.  
Our Clothing.

GRADE IV. The World We Live In.

- GRADE V. How Some of Our Ancestors Lived and  
Where We Americans Came from.  
North America To-day.  
Home and Community.
- GRADE VI. Our Heritage and the Nations to Which We  
Are Indebted.  
The Beginnings of Our Nation.  
Home and Community.
- GRADE VII. Growth of Our Nation into a World Power.  
Other World Powers of To-day.  
Group Activities.

#### THE PREDOMINANCE OF ENVIRONMENTAL INTERESTS

It is recognized that the predominance of *Environmental Interests* might be taken to indicate a somewhat narrow or provincial view of education. The view that is here taken frankly places the emphasis of school work on environmental interpretation. It is believed that one of the distinctive aims of the Elementary School is to help the pupils to interpret their own environment; but this does not mean that the Elementary School should deal only with that with which the pupils are immediately and physically surrounded. It does mean that the Elementary School should aim to use each study so that the pupils shall, first of all, secure a broader and better understanding and a finer appreciation of their environment in both its present condition and its future development.

It will also be noted below that not all the centers of interest are mainly environmental with respect to physical and social surroundings. Story Life, as a center in all the grades, takes special account of the more exclusively mental life of the learners; and, beginning with the fourth grade, there is in each grade at least one center that extends well beyond the immediate environment of the learners. In Grade IV, the center, *The World We Live in*, enables the pupils to start with the more physical phases of their home environment and to extend their view of it to include a general view of the world; in Grade V, the center, *How Some of Our Ancestors Lived and Where We Americans Came from*, enables the children to start with certain of the more social phases of their environment and extend their knowledge of them to include their origin. This enlargement of the *near* to include the *far* is also definitely provided for in Grades VI and VII.

## PROGRESS IN THE WORK OF THE CENTERS

The progress from grade to grade in the work of the centers may be illustrated by Special Days. Too often the school work done in connection with special days has a deadening sameness from grade to grade. It often happens that some enthusiastic teacher in a lower grade uses the cream of the material, and ordinarily the teachers in the higher grades do not know what material has been used below their grades or how it has been used; and, as a consequence, as the children pass from grade to grade they become less and less rather than more and more interested in the Great Days, the phenomena of seasonal changes, etc.

As will be found by examining the work as selected and arranged for the respective grades, care has been taken (1) to choose materials appropriate for the respective ages and stages of development of the pupils, and (2) to avoid undue repetition in the use of materials. The point is well illustrated by the following outline of the work done in connection with Washington's Birthday. The arrangement of the work for each day is similarly shown in the Bulletin on Special Days.\*

WORK OF THE RESPECTIVE GRADES IN CONNECTION WITH  
WASHINGTON'S BIRTHDAY*Kindergarten*

Beginning of the patriotic idea through children's interest in the soldier—George Washington the typical soldier.

*Grade I*

Stories of Washington's childhood to illustrate his truthfulness, courage, and endurance.

Making of first flag dramatized.

Study of the flag and meaning of colors.

Program.

*Grade II*

Stories of Washington's bravery as a boy and as a soldier.

---

\*Training School Work for Special Days. Published by the State Female Normal School. Price 15 cents.

*Grade III*

Washington's school days.  
The story of our flag reproduced for booklet.

*Grade IV*

Washington as a hero from "Stories of Old Times."  
Plantation life and customs in Washington's time.

*Grade V*

Washington's private life and his rules of conduct.

*Grade VI*

Washington's family in England and America.  
Colonial customs.  
Mount Vernon as a typical colonial home and the relics preserved there.

*Grade VII*

Washington through the Revolutionary War and as the first President of our country.

The Craigie House and Newburgh on the Hudson in history and as they are to-day.

Washington's Monument at Washington, story of its building; also the equestrian statue in the Capitol Square at Richmond, noted as a product of art.

## A POSSIBLE DANGER

There is a possible danger in the close unification of school work herein advocated unless judiciously handled. Forced or fanciful relationships are misleading and that unification that comes merely through repetition is certain to be deadening rather than quickening. Phases of school work ought to be unified because they start with the same *basal* experience, rather than because they are brought together by a process of correlation. For example, if the arithmetic and geography work are unified at a given time, it ought to be because the arithmetic is dealing with the number side of a certain *basal* experience and because the geography is dealing with the geographical side of the same experience, and not merely because the two subjects, as such, have been correlated.

Then, too, it should be realized that to secure the benefits of unification it is not necessary to have all the unified work simultaneous. The use of the same general line of thought in a comparatively large number of subjects at one time is dangerous to interest, unless very carefully handled.

## V. THE TWO-FOLD FORMULATION

The formulation of the course of study here presented is two-fold, viz.: a formulation by grades and a formulation by subjects. The formulation by grades will be found first, and that by subjects following. The formulation by grades is on the basis of centers of interest as determined by the significant instincts and capacities possessed by children of the various grade ages; the formulation by subjects is a statement of the work of each subject from grade to grade. These two statements are mutually helpful. They both lead to the same goal, but each has its special value. The statement by grades lays the emphasis on the present status of the learner, that by subjects lays the emphasis on the final status to be attained by the learner. They deal with the same two entities, viz.: the child and his learning, but each deals with them from a different point of view. The formulation by grades may be broadly characterized as the horizontal statement, and the formulation by subjects, the vertical statement. The horizontal statement best shows the adaptation of subjects to the development of the learners; the vertical statement shows the progress from grade to grade. The horizontal statement best shows arrangement of subjects within the various grades; the vertical statement, the succession of subject matter from grade to grade. The horizontal best shows unity within grades; the vertical, unity within subjects.

### THE BASIS OF UNITY WITHIN GRADES

From the above it will be noted that *unity* in the work of each respective grade is one of the main aims of the following course of study. But what is the basis of this unity? Is it the kinship of one subject for another? From the standpoint of subject matter *only*, Yes. For it is certainly desirable to show the inter-helpfulness of subjects. But is it subjects that the course of study ought to aim to help? Evidently *not*. The course of study is to help children and not the various subjects.

Another statement of the problem of *unity* might be—what is there in the lives of our children, as they come into the

respective grades, that will unify the subject matter of each grade? But this is only a partial statement of the main Course of Study problem. A more fundamental statement of the problem is: *What is there in the lives of the children of this community that is available for use in each of the various subjects?* A still more far-reaching statement is: *What is there in the lives that our children are living that the various subjects of school work can enable them to live better?* What are they doing, thinking, feeling, that school work can aid them in? What powers and possibilities have they ready to be realized on? A consideration of this problem and its implications is essential to a sound procedure in formulating a Course of Study. For, as Dr. McMurry says in his article on "Advisable Omissions from the Elementary School Curriculum, and the Basis for Them," "Whatever can not be shown to have a plain relation to some real need of life, whether it be æsthetic, ethical, or utilitarian in the narrower sense, must be dropped." And, as Dr. Dewey has so well shown in "The Child and the Curriculum," all true education must start with the child where he is. The problem is not one of child versus course of study. In Dr. Dewey's words, "The case is of Child. It is his (the child's) present powers which are to assert themselves; his present capacities which are to be exercised; his present attitudes which are to be realized."

The only true correlation, then, is correlation with the life of the learners, and correlation between and among subjects is valuable in so far as it promotes correlation with and improvement of the *experience of the learners*.

#### THE VALUE OF FORMULATION BY SUBJECTS

What, then, is the value of the formulation by subjects, which is the only way the course of study is usually formulated? This question is best answered by quoting again from "The Child and the Curriculum": "But save as the teacher knows, knows wisely and thoroughly, the race experience which is embodied in that thing which we call Curriculum, the teacher knows neither what the present power, capacity, or attitude of the child is, nor yet how it is to be asserted, exercised, and realized."

The value of the formulation by subjects is that in such a formulation the teacher has the goal toward which the pupil's present instincts and capacities are to be developed. The subject matter, as such, is that into which the learners' experience is to be reconstructed.



## **I. FORMULATION BY GRADES**

**SUBJECT MATTER SELECTED AND ORGANIZED BY GRADES, AC-  
CORDING TO CENTERS OF INTEREST**





# KINDERGARTEN

AGES ABOUT 4½ TO 6½

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## SIGNIFICANT INSTINCTS AND CAPACITIES, AND THEIR DEVELOPMENT

[NOTE.—As educational psychology is incomplete with regard to instinct and capacity, the following summaries and discussions must be regarded as tentative.]

At the Kindergarten age motor activity is prominent and children are interested in things because of what they do. It is a period of rapid sensory development when children's play is largely occupied with testing their environment through the senses. The constructive instincts are growing, especially in making objects for play use. Play motives control a large part of the activities. In the latter part of this period the transition from the attitude of play toward the attitude of work appears in a greater concentration of effort for the desired end. Imagination is very active, and there is sometimes little distinction between the real and the imagined facts. Imitation is strong. The children are chiefly individualistic, but the social instinct is developing slowly, as is mainly shown by the desire for the approval of others. Reasoning is active but chiefly connected with the problems that arise in play experiences. At this time distinct personality is emerging and the organization of ideas becomes more evident.

*Motor Ability*—The strong motor tendencies are definitely stimulated, because at this period activity is necessary for mental, as well as physical, growth. Much freedom of movement is given, with short periods of work. Growing motor control is attained by means of rhythm, song, and games based on simple, childish activities. Tendencies to talk, to sing, to draw, are developed and guided by conversation, song, and picture making.

*Sensory Development*—Since knowledge of environment comes by direct contact with things, much manipulation of objects, opportunities for testing, measuring, comparing, are given in the plays of the kindergarten. Listening to the piano, singing of simple song phrases, are some of the means for ear training for musical sounds.

*Constructive Instincts*—The constructive instinct leads the children to take pleasure in experimenting with materials. Satisfaction for this experimentation is found in the use of the Kindergarten building gifts and of a variety of materials, such as paper, clay, paint, and crayons. The children not only construct objects for play, but clarify their images and define their experiences by representing them in concrete form.

*Play*—Play is made the basis of Kindergarten activities, for it is the dominant factor in child life at this stage. But toward the end of the period, corresponding to the changing attitude, a gradual transition is made from the emphasis upon activity for its own sake, toward activity for a definite end, but still chosen on a level with the play interests.

*Imagination*—Imagination is directed, the stock of images increased and supplemented by the use of stories. The children are also encouraged to dramatize their experiences in games and to represent favorite stories in play.

*Imitation*—Imitation is strong, but is becoming selective. The children imitate people and things which interest them most. This instinct aids in gaining experience and skill, but at the same time all possible opportunity is given to develop initiative and the free working out of original ideas, both in hand work and in games. Dramatic imitation leads to the representation and re-living of many of the home and social experiences.

*Reasoning Power*—As occasion arises the children are stimulated to think out the means to attain desirable ends in both play and constructive work.

*Individualistic Tendencies*—Because individualistic tendencies are marked, the Kindergarten is divided into small groups and a distinction is made between the children as to age and stages of development. The older children are given materials requiring greater skill in handling, presented so as to stimulate thought even in the play ends to be attained with them. The social instinct is given chance for expression in occasions for helpfulness and coöperation between the various groups. The individualistic tendency is an aid in developing originality and independence.

## CENTERS OF INTEREST

The interests of little children are largely influenced by immediate environment; therefore, the centers of interest are

chosen from the child's daily experiences, such as home life, stories, songs, and observations of nature. The chief aim of the Kindergarten is not the acquisition of fact, but the extension and enrichment of experience and the formation of wholesome habits of attention, industry, and self-direction.

The centers of interest for the Kindergarten are:

- I. Play Experiences.
  1. Representing members of the family.
  2. Activities connected with Food, Clothing, Furnishing, Heating, and Lighting.
- II. Special Days.
  1. Thanksgiving.
  2. Christmas.
  3. Valentine's Day.
  4. Washington's Birthday.
  5. Easter.
- III. The Seasons.

Observation of Animal, Plant, and Insect Life.
- IV. Rhythms, Games, and Songs.
- V. Story Life.
- VI. School Needs.

Neatness of Room; Care of Plants; Children's Wraps.

Play to children at this period of development is the chief means of understanding the life about them and of expressing both their physical and their mental activity. They not only reproduce their environment in play, but invent new situations. The centers of interest selected as a basis for the work in the Kindergarten are largely developed by means of play; but the natural interest of children in fact is not neglected. The work given in connection with the seasons is especially adapted to the factual interests of children of this age.

The doll is one of the most essential objects in meeting the play needs of this age. The experiences and activities of home life, the provision for food, clothing, and shelter are reproduced through play with dolls and the doll house, and thus the children live over again their home experiences and find a new meaning in them. Purpose is given to all their activities in meeting the needs of the situations arising in play life.

The work for Group II, the younger children of the Kindergarten, is connected with the same centers of interest, but more appeal is made to instinctive responses to material. Emphasis is laid, not on results, but on the activity derived from the children's own pleasure in constructing and transforming materials into very crude forms. The play is less organized than with the older children, and follows the line of play activities in the home.

### SUBJECT MATTER SELECTED AND ORGANIZED ACCORDING TO CENTERS OF INTEREST

#### PLAY EXPERIENCES

##### 1. REPRESENTING MEMBERS OF THE FAMILY

*Games and Rhythms*—Representations of family experiences with dolls. Father taking the children out to walk; mother dressing children; putting baby to sleep; brother and sister playing with children; going to visit grandparents. Repetition of rhymes such as "This is the Mother Dear" (15).

*Conversation*—Talks about the activities of the family, father, mother, brother, sister, baby, and grandparents.

*Construction Work*—Making paper-doll families with paper cutting and crayola. Poster of paper cutting representing home activities, washing, ironing, sweeping, etc. Building houses, schools, churches, trains for the dolls, with large floor blocks and Kindergarten gift material. Laying out sand table with streets, sidewalks, and houses.

*Songs*—"This is the Loving Mother" (8); "This is the Grandpapa, this is the Grandmamma" (15); "Bedtime" (13); "Bye-low, Bye-low, Baby's in the Cradle Sleeping" (3).

*Picture Study*—Looking at pictures of families, of mother and baby. Typical pictures: "Madonna of the Chair," "Baby Stuart."

##### 2. ACTIVITIES CONNECTED WITH FOOD, CLOTHING, HEATING, LIGHTING, FURNISHING

*Games and Rhythms*—Representation of cooking and baking; playing party with toy tea set; mending doll's clothes; sweeping and dusting doll house; cleaning windows.

*Conversation*—What we eat; politeness at the table; who buys our food; clothes we wear, who makes them; how the house is warmed and lighted; furniture in our homes.

*Story*—"How the House Was Built" (79).

*Construction Work*—Fruits and vegetables, colored and cut free-hand; box and paper wagons; animals, horse, cow, etc., cut and colored; fruits modeled in clay; patterns and dresses for dolls cut from colored paper; paper mats woven for doll house; wall paper borders with crayola; doll cradles made with spool boxes and ribbon bolts; candles and electric lights made of paper; furniture made of paper for the doll house and constructed with large floor blocks and Kindergarten building blocks for the dolls' use.

## SPECIAL DAYS

### THANKSGIVING

*Language*—Talks with the children bringing out the idea of Thanksgiving as the climax of the harvest. The farmer's work and his contribution to the food supply of the home. Gratitude to those who help us get our food.

*Industrial Work*—Vegetables cut and colored or made from clay. Baskets and plates decorated for dinner table. Feast in the Kindergarten with decorations by children.

*Literature*—Story: "How Patty Gave Thanks"; Poulsson's *In the Child's World*.

*Music*—"We Thank Thee, Heavenly Father, for Sunshine and for Rain" (13).

### CHRISTMAS

*Industrial Work*—Simple gifts made by the children for their parents. Paper construction, crayoning, paper cutting. Christmas tree decorated by children for fathers and mothers.

*Language*—Christmas a time of giving to other people to show our love for them.

*Literature*—Stories: "A German Legend of the Christmas Tree," in Bailey and Lewis's *For the Children's Hour*; Bailey's "The Christmas Rose," in *Kindergarten Review*, December, 1909; "Santa Claus and the Mouse," in Poulsson's

*In the Child's World*; "Piccola," in Wiggins's *The Story Hour*; The Bible Story of The Christ Child.

*Music*—"Old Santa Claus Puts on His Cap" (16), "The Toyman's Shop" (13), "Once within a Lowly Stable" (7).

#### ST. VALENTINE'S DAY

*Language*—Idea of a valentine as a letter to our friends.

*Industrial Work*—Cutting and pasting valentines, using hearts and paper lace.

*Literature*—Story: "A Legend of St. Valentine," Poulsson's *In the Child's World*.

*Music*—"Good Morning, Mr. Postman" (24).

#### \*WASHINGTON'S BIRTHDAY

*Civics*—Beginning of patriotic idea emphasized through children's interest in the soldier. George Washington as the typical soldier.

*Rhythm*—Playing soldiers. Marching in lines of ones, twos, and fours. Halting and standing at command.

*Industrial Work*—Making flags, soldier hats, and badges.

*Literature*—Selected stories of Washington as a boy and as a soldier.

*Music*—"Hurrah, Hurrah, We March Along With a Beautiful Flag, As You See" (2), "Forward March, Boys, Brave and True and Strong" (3).

#### EASTER

*Nature Study*—Thought developed from the nature side. Unfolding life of trees, plants, and flowers.

*Industrial Work*—Coloring Easter cards.

*Literature*—Stories: "The Lily Bulb," *Kindergarten Magazine*; "A Lesson in Faith," Poulsson's *In the Child's World*.

*Music*—"The Seeds and Flowers Are Sleeping Sound" (7), "Little White Snowdrop Just Waking Up" (16).

\*For typical program on Washington's Birthday, by the Kindergarten and First Grade pupils, see page 287.

## THE SEASONS

## FALL—NATURE STUDY

1. *Outdoor Study*—Preparation for winter in nature. Observing and gathering leaves; gathering nuts; collecting caterpillars.

2. *Indoor Study*—Notice leaves brought to school by children; names, colors, why they fall. Why some birds fly farther south. Notice the ripening of fruits and vegetables to increase our food supply. The squirrel as a type of the animals; caterpillar spinning, as an example of insect life getting ready for winter.

*Rhythms*—Children gathering fallen leaves; trees bending in the wind; birds flying.

*Music*—"All Things Bright and Beautiful" (7); "Sing a Song of Seasons" (3); "One Day as Mr. Squirrel Went Up His Tree to Bed" (2).

*Industrial Work*—Arrangements of pressed leaves; blueprints of leaves; making leaf chains; autumn leaves colored with crayola; cutting squirrels from outline; drawings of flying birds and of trees with autumn foliage.

*Story*—"The Crane Express" (49).

## WINTER—NATURE STUDY

Attention called to shorter days, frosty mornings, leafless trees, withered vegetation, as signs of change to winter season. Difference noticed between night and day; moon and stars as light at night, the sun in the daytime.

*Rhythms*—Skating and sliding.

*Music*—"Jack Frost" (42); "Sleighing Song" (19); "Lovely Moon" (7).

*Industrial Work*—Making paper or box sleds; making paper snow shovels; cutting and coloring night scenes, showing moon and stars.

*Story*—"Why the Bear Sleeps in Winter" (82).

## SPRING—NATURE STUDY

1. *Outdoor Study*—Noticing signs of spring; growth of leaves; return of birds; gathering wild and garden flowers.



2. *Indoor Study*—Talks about the new life everywhere seen, spring flowers, growth of bulbs, return of birds, voices of the frogs, longer and warmer days. Picture study of returning birds.

*Rhythms*—Birds and butterflies flying.

*Music*—"The Blue Bird" (2); "The Nest" (19); "Spring is Here" (13); "Little White Snowdrops" (16); "The Sweet, Red Rose" (Manuscript); "The Choice" (12).

*Stories*—"Sleeping Beauty" (70 b); "The Sun and the Wind" (62).

*Industrial Work*—Planting and caring for seeds in the garden; drawing pictures of garden experiences; cutting flowers from colored paper; arranging in borders and center designs; cutting and coloring pictures of grass, sky, and trees.

## RHYTHMS, GAMES, AND SONGS

1. *Rhythms*—Rhythm is developed through use of Mother Goose rhymes, with rhythmical clapping as rhymes are repeated; walking and marching to simple rhythms; walking fast and slow, with heavy and light steps; high stepping, side stepping, sliding, gliding, dancing, running, hopping, skipping; galloping and trotting like horses; flying like birds; one, two, three, run; heel, toe, and one, two, three; utilization of children's natural activities in developing rhythm, such as swinging, jumping rope, rolling hoop, etc.

2. *Games*—(a) Games without music: Games for sense training; ball games.

(b) Games with music: "Round We Go" (10); "Come and Skip with Me" (7), (adapted); "Let Your Feet Tramp, Tramp, Tramp" (9); "Lads and Lassies" (25 a); "This is the Way a Laddie Should Bow" (11); "Let Us Play We're Grown Folks, Too" (2); "The Bell Ringer" (10); "The Swing" (16); "Round and Round the Village" (25 a); "Little Travelers" (13); "The Snow Man" (2); "Out of the Window" (24); "Feeding the Chickens" (24); "Garden Game" (25 a); "In the Spring" (25 a); "Looby Loo" (25 a).

3. *Songs*—(Other than those listed under various centers of interest):

(a) "Greeting and Visiting" (14); "Good Morning Song," "Good Morning to You" (7); "Thumbs and Fingers Say Good Morning" (8); "Visiting Day" (16); "Mr. Thumb and Mrs. Thumb" (1).

(b) Hymns: "All Things Bright and Beautiful" (7); "Praise Him" (1); "Father, Thou Who Carest" (7).

(c) Finger plays: "Naming the Fingers" (8); "What Shall Our Fingers Play?" (11); "Ball for Baby" (4); "The Finger Family" (19).

(d) Mother Goose Songs: "Little Bo-Peep" (1); "Bah, Bah, Black Sheep" (6); "Little Jack Horner" (6); "Diddle, Diddle Dumpling" (6); "Hey, Diddle, Diddle" (6); "Bye, Baby Bunting" (6).

(e) Miscellaneous songs: "Choosing a Flower" (12); "Mr. Frog" (2); "The Squirrel" (2); "The Cuckoo Clock" (11); "The Rain" (139); "The Bunny" (139); "The Farmer Man" (139).

### STORY LIFE

Stories of repetition, simple folk stories, and fairy tales, suited to the children's thought and expression, are used as a stimulus to the imagination and for the development of language. The aim is to tell a few really choice stories which children may learn to know and love, rather than to cover a wide range of stories, many of which are not of permanent value.

Most of the stories mentioned here are classed as literature, because it is in the Kindergarten that the beginnings of the appreciation of good literature are found. A few are classed as stories for reproduction to be told again by the children, especially for their language value, and in a third group a few stories are placed which are especially suitable for illustrations with pencil or paper cutting.

Other stories not mentioned here are found under the subject of *Literature* (p. 232).

*Literature*—"The Wee, Wee Woman" (96); "The Three Pigs" (85 b); "The Old Woman and Her Pig" (73 b, 50 b); "The Cat and the Mouse" (89); "The Little Red Hen" (73 a, 61 b, 59 a); "The Little Red Hen and the Fox" (88); "Chicken Little" (61 a); "Billy Bobtail" (96); "The Pig Brother" (93); "Hans and His Dog" (83); "Patsy, the Calf" (83); "Story of Cedric" (94); "Five Little Peas in

a Pod" (49); "Story of Moses" (90, 91); "Daniel in the Lion's Den" (90, 91).

*Language*—Certain of the simpler and more dramatic stories are reproduced by the children. The following are typical of those so used: "The Gingerbread Boy" (59 a, 67); "The Three Billy Goats Gruff" (59 a); "The Lion and the Mouse" (81).

*Industrial Work and Drawing*—These subjects help in the study of certain stories. The following are typical of those so treated: "Three Bears" (93, 81, 86); "The Shoemaker and the Elves" (86).

### SCHOOL NEEDS

The Kindergarten is notably a place for community life on the child's plane of interests. Respect for the rights of others; attention to the order and cleanliness of the room; children's care for their own toys and materials, and for the plants and flowers in the room, are developed through the utilizing of the activities of childhood and also, in some cases, through industrial work.

*Activities*—Watering plants and flowers; making table neat after the lunch period; hanging up outside wraps on hooks; putting toys and materials used in proper places; care for Kindergarten plot in front of building.

*Industrial Work*—Decorating wooden plates for lunch period; overcasting dusters to keep tables clean; making invitations for school festivals with crayola or paper cutting; making paper garden hats to wear in school garden and on excursions.

# PRIMARY GROUP

GRADES I TO III; AGES ABOUT 6½ TO 9½

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## SIGNIFICANT INSTINCTS AND CAPACITIES, AND THEIR DEVELOPMENT

[See note under KINDERGARTEN, p. 21.]

*Physical and Mental Condition*—The general physical and mental condition of children at the period when they are passing through the Primary Group, needs careful attention. Their ideas follow each other so fast that before they finish one thing they start another. Their condition is unstable and fatigue comes quickly. The aim is to secure finer coördination of sense organs and muscles, general bodily strength, power to think connectedly and to some purpose, and the beginning of control over the tools of learning. This is secured by a careful arrangement of the daily program, and by alternations of short work periods and recreation periods.

*The Motor Impulse*—The motor impulse is dominant at this period. This instinct is utilized, through play, games, and industrial work, to secure enjoyment, bodily health, and greater muscular development.

*Imitation*—The instinct of imitation is a basis for developing originality and personality. This is accomplished through suggestion and the judicious use of a variety of the best models. Imitation is also used to give the children experience and to help them acquire habits of neatness, punctuality, truthfulness, industry, and other social habits, and to aid in securing good writing, distinct enunciation, and correct language forms.

*Imagination*—The spiritual horizon of children of this age is enlarged and better ideals of conduct are established through the imaginative instinct. Folk stories, fairy tales, fables, dramatizations, and special days are the chief means used. In later stages imagination helps to vivify and make real the larger world seen through the study of industrial geography and history.

*Curiosity*—The instinct of curiosity leads to the acquisition of new facts and the solution of problems. These aims are largely realized through supplementary reading and nature study.

*The Individualistic Instinct*—The individualistic instinct is the basis for developing self-respect and self-reliance, and for calling forth the best efforts in play and school exercises. To secure this development individual projects are used in the grade work leading up to group work and games of simple organization.

*The Constructive Instinct*—The constructive instinct aids in developing clear, accurate concepts, judgment, coördination of eye and hand, muscular control, and a systematic rather than a haphazard way of doing things. This is largely accomplished through industrial work, drawing, and painting.

*Rote Memory*—Rote memory is used in learning songs and poems, in enlarging the children's vocabulary, and in making automatic certain fundamental facts in arithmetic. The last two are reached largely through number and language games.

*Competition and Collection*—Other tendencies beginning to appear in this period are the instincts of competition and collection. These are valuable in the grade work and are appealed to in the latter half of the period; the former particularly as a means of acquiring skill in drill, the latter in nature study.

*Purposive Thinking*—The power of purposive thinking at this stage is weak, but it is important, and every possible opportunity is seized upon to develop it. It is strengthened through the solution of problems in industrial work where choice and judgment must be exercised in the selection of means to reach interesting and definitely planned ends.

## GRADE I

### DISTINCTIVE CHARACTERISTICS AND THE CENTERS OF INTEREST

Some of the tendencies belonging to Kindergarten children are still strong after they reach Grade I. Of the tendencies described above for the primary group, the most prominent are motor activity, imagination, imitation, and suggestibility.

Through these the child comes to a deeper understanding of his physical and social environment. In adjusting himself to the larger social institution of which he now becomes a member, the primary school, his life is broadened and he learns more of self-control and regard for the right of others. In common with those of the Kindergarten child his interests still center around his own home, and his relations are largely personal.

Play continues to be his chief mode of life, and play tendencies find natural expression in much of the school work, which is thus turned into channels of enjoyment.

The senses are keen and curiosity about natural objects is easily aroused.

Special holidays are always happy occasions to children of this age. For all these reasons the following centers of interest have been chosen:

- I. Children's Home Life.
- II. Homes of Other Children.
  - 1. The Eskimo Home.
  - 2. A tropical home.
- III. Special Days:
  - 1. Hallowe'en.
  - 2. Thanksgiving.
  - 3. Christmas.
  - 4. Valentine's Day.
  - 5. Washington's Birthday.
  - 6. Easter.
- IV. Seasons.
- V. Story Life.
- VI. Play.
- VII. School Needs.

## SUBJECT MATTER FOR GRADE I SELECTED AND ORGANIZED ACCORDING TO CENTERS OF INTEREST

### CHILDREN'S HOME LIFE

#### 1. FAMILY PLEASURES

*Industrial Work and Language*—Contribution of each member of family in making home attractive; interdependence and unity of the family stressed; pleasures provided by father and mother; walks together, picnics, trip to the country, birthday parties, visiting, etc.

*Industrial Work*—Miniature home made by each child; house and trees of construction paper set up and pasted on rectangle of cardboard representing the yard; a room drawn in perspective, furnished by pasting in furniture cut from catalog.

*Music*—"The Slumber Boat" (19); "Usefulness" (12).

*Literature*—"Only One Mother" (50 c).

## 2. ACTIVITIES OF THE HOME

### (A) HOUSE CLEANING

*Industrial Work*—Necessity for house cleaning every day; airing of beds, best way to make up a bed; necessity of sweeping because of dust brought in on shoes and blown in from street; how mother sweeps, opens windows, covers books, moves furniture; best way to dust, with damp or oiled cloth; illustrate by dusting desks; what children can do to keep things clean and orderly at home, at school; work of keeping flowers and lawn.

Miniature brooms of broom-straw or raffia; mops of string tied on a stick; bucket of clay, wire handle.

*Music*—"Sweeping and Dusting" (20).

*Literature*—"Dust Under the Rug" (79).

### (B) WASHING AND IRONING

*Industrial Work*—Sand board scene to represent washing day; clothes line; garments cut free-hand, made of clay; basket made of construction paper for clothes.

*Games*—"Wash the Lady's Clothes" (42); "Here We Go 'Round the Mulberry Bush" (46).

*Industrial Work and Language*—Conversation about necessity of washing and ironing for cleanliness, health, and beauty. Process by which we have nice, clean clothes every week; illustrate by having children wash doll's clothes and sheets. How wind and sun help in drying clothes. Why be careful not to get clothes very soiled or stained with fruit juice.

*Industrial Work*—Making needle book for mother.

### (C) SEWING

*Industrial Work and Language*—Conversation about what mother makes for the children. Other sewing, hemming of towels, table linen, etc. Necessity of darning and mending. How children may help mother by being careful with clothes.

## (D) COOKING AND SERVING FOOD

*Industrial Work and Language*—What we eat: meats, breads, fruits, vegetables; cooked and uncooked foods; need of cleanliness, washing vegetables, etc., vessels, towels; methods of preserving food by canning, preserving, salting, drying; setting table; washing dishes.

*Industrial Work*—Paring and cooking apples; paper cutting to represent canned fruits and preserves, arrangement on pantry shelf drawn on blackboard; cut kitchen utensils or model in clay; cut knife and fork, cup and saucer, plate, napkin, and set a table, using own desk as table.

*Music*—"These are Mother's Knives and Forks" (19).

## (E) VISITING AND GOING TO SUNDAY SCHOOL

*Game*—"I Went to Visit a Friend One Day" (13).

*Industrial Work*—Paper cutting to represent people going to church; mounted as large poster.

*Language*—Polite forms of greeting in exchange of visits; greetings on street, lifting hat, bowing, waving hands.

## 3. DOMESTIC ANIMALS

*Nature Study and Language*—Cows: their usefulness, our kind treatment of them, proper food and drink, pasture, housing in winter; milking, necessity of cleanliness of barn, milker, vessels; making of butter; cheese.

Horses: the many ways they help us. Our care of them; regularity in feeding and watering, housing in clean stall, hay on floor. Consideration in driving; not overdrive; blanket, hitching in shade, check rein, petting and gentle treatment.

Chickens: hen house, nests, eggs; feeding regularly; food they get for themselves and how; why sand and gravel are necessary; setting; hatching; the mother's care of her little chicks; how we help her with coop, food, and drink.

*Industrial Work*—Poster: cows feeding in pasture, with trees and stream of water; cows and trees cut free-hand; wagon and horse of construction paper; coop of slats of wood for doll's house yard; chickens of clay.

*Music*—"The Little Chicken" (2).

*Literature*—Stevenson's "The Cow" (60 b, 53); "Little Half Chick" (89, 100).



*Picture Study*—Dupre's "In the Meadows."

*Reading*—Blackboard lessons growing out of topics as studied.

#### 4. CHILDREN'S PETS

*Nature Study and Language*—Dogs: their uses, as pets, for protection, hunting, driving up cows, catching rats; their intelligence, faithfulness, gentleness, tricks, illustrated from children's experiences and by stories told. Kindness due them, food, drink, shelter.

Cats: their uses as pets and for catching mice; their natural food; adaptation of feet, teeth, movements, for getting food. Mother cat's care of her little ones. Kind treatment due our pets. Cats as destroyers of birds and carriers of disease. Children warned not to play with strange cats or touch cats with their mouths.

Rabbits: appearance, habits, food. Right care of pet rabbits in giving food and water, and keeping hutch clean.

*Literature*—"Raggylug" (93); "I Love Little Pussy" (86 b); "Mrs. Chinchilla."

*Music*—"See the Pretty Bunny" (2).

*Picture Study*—Landseer's "Saved"; Landseer's "Dignity and Impudence."

*Drawing*—Illustrate story of Raggylug.

### HOMES OF OTHER CHILDREN

#### THE ESKIMO HOME

*Industrial Work and Drawing*—Sand table scene to represent Eskimo home: house of clay bricks, cotton batting for snow, blue paper under glass for water, rocks for icebergs; dogs, seals, bears, cooking vessels of clay; sled of construction paper; cooking frame of pieces of wood tied together. Eskimo doll dressed in white cotton flannel. Representation of typical scenes by paper cutting and drawing.

*Geography*—(Taught in language time.) The story of Aagoonack, from Jane Andrews's *Seven Little Sisters*, used as an interesting concrete setting for the facts: physical environment, climate, snow, frozen sea, icebergs, no vegetation; house, material and how made, door, window, porch; interior, bench for table, bed, and chair, skins for covering, sleeping

bags; cooking arrangements; dress; food; modes of travel; plays of Eskimo children.

The children are led to see the relation of food, clothing, shelter, and mode of life generally, to climatic conditions, and to think out practical problems of living which the Eskimo must meet.

*Games*—Several Eskimo games played (138).

*Music*—"If I were a Little Eskimo" (40 a).

*Reading*—Chart lessons on the Eskimo.

### THE TROPICAL HOME

*Geography*—(Taught in language time.) Story of Manenko in *Seven Little Sisters* used as a concrete setting for the facts: climate and rank vegetation in contrast with Eskimo country; house of bamboo interwoven with grass and rushes; interior of house; mats, beds of rushes and boughs; dress; food; corn and how raised; wild honey; animals and how hunted; baskets and clay jars for food.

Children led to see relation of clothing, shelter, and mode of life to climate.

*Industrial Work and Drawing*—Sand table scene to represent the home: house of canes placed vertically in a circle woven with grass for walls; roof of grass; rough mats woven of yucca or cat-tail leaves; jars of clay; crude baskets of vines; women of clay sitting on bench outside of house weaving baskets.

### SPECIAL DAYS

#### HALLOWE'EN

*Industrial Work and Drawing*—Jack-o'-lanterns of orange-colored paper, outlines cut by pattern, faces free-hand. Mounted as border for room.

*Music*—"Jack-o'-lantern" (38 a), "The Brownies" (21).

*Nature Study*—The presence of pumpkins in the room leads to the learning of some facts about their growth, size, color, uses, etc.

*Language*—Conversation lesson on right ways of having fun at Hallowe'en gives opportunity for free expression of the child's own thoughts and experiences.

*Literature*—The work of good fairies and brownies illustrated by the story of "The Shoemaker and the Elves," and Mary Howitt's "Fairies of the Caldron Low," simplified and told as a story.

*Games*—Hallowe'en party in the room and appropriate games played.

*Reading*—Children's vivid experiences with Jack-o'-lanterns utilized in blackboard reading lessons on this subject.

### THANKSGIVING

*Industrial Work and Drawing*—Doll's Thanksgiving table set with dishes and fruits of clay and colored plasticene; knives, forks, spoons, cloth, and napkins of paper. Turkeys cut by pattern from paper and colored. Coops made for turkeys for doll-house yard.

*Language*—In a conversation lesson, children are led to think and speak of our many blessings and how we can best show gratitude by our own enjoyment of good things and by sharing with others. Opportunity given for spontaneous self-expression.

*Literature*—Marian Douglass's "A Good Thanksgiving," in November *Plan Book*, read to the children. One verse of Emerson's "For Flowers that Bloom About Our Feet," memorized. These both aim at heightened appreciation of the points brought out in the language lesson. Maud Lindsay's "The Turkey's Nest" told for enjoyment and dramatized by the children.

*Music*—"Children's Litany" (24), "Mr. Duck and Mr. Turkey" (2), "I Just Took a Peep in the Pantry" (42), The "Thank You" Song (42).

*Games*—Hofer's "Haymaking Dance" (25 b), Bancroft's "Leaves Are Green" (46), and "Rabbit in the Hollow" (25).

*Nature Study*—Fruits and nuts used at Thanksgiving dinner.

*Reading*—Chart lessons about Thanksgiving based on pictures.

### CHRISTMAS

*Industrial Work and Drawing*—For skill and study of form, cut free-hand, color, and mount toys for the toy store or paste them on large outline drawing of Christmas tree.

Expression is given to the true Christmas spirit by making Christmas presents for parents such as needlebook, blotter, calendar, cornucopia, chains, bells, etc., made for tree and invitations to Christmas entertainment decorated.

*Literature*—Stories chosen to express the spirit of the season: Maud Lindsay's "Gretchen," Bailey and Lewis's "Mrs. Santa Claus," Katherine Greenland's "How the Chimes Rang," in *Knights of the Silver Shield*. Poems: Eugene Field's "Why Do Bells for Christmas Ring?" memorized. Moore's "'Twas the Night Before Christmas" read for pure enjoyment.

*Music*—Luther's "Cradle Hymn" (35), "Santa Claus" (3), "A Letter to Santa Claus" (19), "Down the Long Highway" (42).

*Bible*—The birth of Christ and visit of the shepherds. Luke II:1-21.

*Language*—Conversations about Santa Claus, what he brings, etc., lead to expression of happy experiences, while those involved in planning the Christmas presents call for clear expression of thought by the child.

*Arithmetic*—Children buy and sell in a play toy store to teach value of small coins and a few addition combinations.

*Game*—Dance around the tree.

*Reading*—Action sentences based on Christmas tree and toys.

### VALENTINE'S DAY

*Industrial Work and Drawing*—Valentines made by pattern, using red hearts, tiny scrapbook pictures, etc.

*Music*—"A Birdie's Valentine," in Tomlin's *A Child's Garden of Song*.

*Language*—Meaning of the day as time for exchange of messages of love between friends. Legend of St. Valentine's Day retold by children for the benefit of those who have not heard it before. Valentine messages suggested by the children and written on board by the teacher. Choices made for their valentines.

**\*WASHINGTON'S BIRTHDAY**

*Language*—Stories of Washington's childhood and youth to illustrate his truthfulness, perseverance and courage related by the teacher. Retold by children for practice in connected narrative. Meaning of the colors in the flag. Story of the first flag dramatized by the children.

*Music*—"Little Soldiers" (41 a), "Marching Song" (19), "Rub-a-dub-dub" (19).

*Games*—Newton's "Marching Song," Newton's "Soldier Boy" (45).

*Industrial Work and Drawing*—Make flags to decorate booklet. Fold soldier cap to march in, and make badges to wear on Washington's Birthday. Cut hatchets free-hand, the best chosen as a pattern and hatchets cut for border for room.

**EASTER**

*Nature Study*—Reawakening life observed in early-blooming bulbs, budding of trees, germination of seeds; little chickens and rabbits; emerging of moths from cocoons.

*Music*—"Nature's Easter Story" (7), "To the Great Brown House" (15).

*Industrial Work and Drawing*—A pet rabbit in room. Drawn free-hand, cut out, and mounted to decorate room. Easter cards made with hektograph designs of little chickens and rabbits.

*Literature*—Kate L. Brown's "The Seed" memorized. Beatrix Potter's "Peter Rabbit" read for enjoyment. "The Sleeping Princess" told by teacher as often as called for. Later retold by children for practice in connected narrative.

*Games in Season*—Burchenal's "The First of May" (47), Hofer's "French Flower Round," Gymnastic Game, "Little Plants."

**THE SEASONS****FALL**

*Nature Study*—Fall flowers studied for identification and beauty of color. Change from flower to seed pod observed in the morning-glory. "Seed cradles" from different plants col-

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\*For typical Washington's Birthday program, given by the First Grade and Kindergarten pupils, see page 287.

lected by children. Uses of seeds for reproduction and as food for man, animals, and birds. Aquarium and metamorphosis of caterpillars observed incidentally. Identification of trees by foliage. Uses of trees for beauty, shade, fruit, timber, as homes for birds and squirrels. Beauty of fall foliage noted. Work of wind and rain in stripping trees. Uses of fallen leaves. Special trees: maple, oak, poplar.

*Drawing and Industrial Arts*—Flowers drawn and colored with crayola or cut from colored paper. Autumn leaves collected, pressed, and mounted as border to go over blackboard. Trees cut free-hand after observation and mounted as features of simple earth and sky landscape. Necklaces made by stringing beads and grasses.

*Music*—"The Caterpillar" (2); "The Leaves' Party" (19); "Goldenrod" (3).

*Literature and Language*—Poems: "October's Party" (56); "Goldenrod," Lovejoy, one stanza (56); "Autumn Leaves" (56); "September," H. H. Jackson, two stanzas (56)

*Games and Plays*—"Squirrels in Trees" (64); "Leaves Are Green" (64); "Going Nutting" (42).

*Reading*—Action sentences with autumn leaves.

## WINTER

*Nature Study*—How winter conditions are met:

(a) By man in heating of houses, storing of fuel, warmer clothing and covering for beds.

(b) By animal life: Insects such as ants, bees, caterpillars, grasshoppers; toads, snakes; squirrels; domestic animals; birds.

(c) By plants: Life discovered in buds and green inner bark of winter twigs, in roots of grass, in seeds.

Snow and rain. Uses to us. What becomes of them. Sun, moon, and stars. Sun as source of heat, light, and life of plants. Place of rising and setting. Cardinal points. Moon observed for a number of consecutive nights to note increase and decrease.

*Music*—"The Rainy Day" (2); "Jack Frost" (42); "Tracks in the Snow" (19); "Tiny Little Snowflakes" (15); "The New Moon" (15).

*Literature and Language*—Poems: "The North Wind Doth Blow," two stanzas (60 b); "Waiting to Grow," selected; "Twinkle, Twinkle, Little Star" (71 c); "The Rain," R. L. Stevenson (53).

*Story*—"The Ant and the Grasshopper" (76 c).

*Games*—"The Snow Game" (65).

### SPRING

*Nature Study*—Children kept alert for signs of returning spring: warmer and longer days, early blooming plants, swelling of buds, first appearance of birds, birds' songs and nest building. Special birds: robin, bluebird, red-headed woodpecker. Oak, maple, poplar trees observed for appearance of flowers, seeds, and leaves. Earliest wild flowers identified and kept in room for beauty. Emergence of moths and butterflies from chrysalids kept through the winter is looked for. Hatching of frogs' eggs. The wind; its work in bringing clouds, fresh air, sweeping the streets clean, flying kites, sailing ships. What the wind is.

*Music*—"Tulips" (19); "Pussy Willow" (42); "Robin's Return" (42); "The Bunny" (2); "The Windy Day" (2); "Butterflies," *Barnes Primer*; "Robin's Song" (2); "I Like the Rain" (42); "The Woodpecker" (20); "Sweet Pea Ladies" (20); "Buttercups" (20); "My Little Garden" (42).

*Literature and Language*—Poems memorized: "Over in the Meadow" (120); "Dandelion," Nellie Garabrant, one stanza (56); "The Seed," Kate L. Brown (56); "Little Robin Redbreast" (59 b); "The Wind," R. L. Stevenson (53); "Who Stole the Bird's Nest?" (56); "Boats Sail on the Rivers" (120). Last two read to children for appreciation, but not memorized.

*Stories*—"The Wee Nest"; "Sleeping Princess," retold (61 d, 60 d); "How Buttercups Came" (71 c); "How Robin Got His Red Breast" (63); "How the Woodpecker Got His Red Head" (63); "The Wind and the Sun" (62); "Out of the Nest" (83); "Legend of the Dandelion" (67); "The Ugly Duckling" (86 d, 116 d, 61 d); "Marjorie's Garden" (100).

*Drawing and Industrial Arts*—Flowers drawn and colored with crayola or cut from colored paper. Used in decorating booklets. Hektograph copies of birds colored by the children.

Illustrative drawings of a windy day. Drawings of children at play. Children assist in the preparation of the soil in their plot in the school garden. Plant radishes, lettuce, cosmos, petunias, candy tuft, and poppies. Little individual gardens of nasturtiums planned at school and carried out at home.

*Games and Plays*—"Little Plants" (42); "Wind in the Trees" (65).

*Arithmetic*—Imaginary home garden laid out on the floor with foot rulers, and seeds evenly spaced by measuring.

*English*—Description of birds studied; directions for making home garden, etc., written on board by the teacher at the dictation of the children, and read by them.

## STORY LIFE

*Literature*—The stories listed below minister to the child's emotional life, imagination, ideals, and sense of humor. Such stories as "The Four Musicians," and "The Alligator and the Little Jackal," are especially helpful in the sense of humor. Bible stories and others, like "The Golden Touch," and "The Angel Mother," help in establishing right moral ideals, while all make strong appeal to imagination.

*Bible Stories*: "Adam and Eve," "Noah and the Flood," "David and Goliath," "Elijah Fed by the Ravens," "The Widow's Cruse of Oil," "The Good Samaritan" (all from 90, 91, Bible).

*Fables, Folk and Fairy Tales*: "The Hare and the Tortoise" (61 c, 85 c); "The City Mouse and the Country Mouse" (50 c); "The Wolf and the Seven Kids" (61 c); "The Dog and His Shadow" (61 c); "The Alligator and the Little Jackal" (88 c, 100); "The Honest Woodman" (92 c, 70 b); "The Boy Who Cried Wolf" (61 d); "The Lark and Her Little Ones" (77 c); "The Golden Touch" (73 c, 92 c); "Lambkin" (71 b, 70); "Little Half Chick" (100, 92 d, 73 c); "Jack and the Beanstalk" (92 d, 50 c); "The Ugly Duckling" (61 d, 86 d); "The Brave Tin Soldier" (70 c, 117); "The Four Musicians" (77 c, 97 b); "The Frog Prince" (89); "One Eye, Two Eyes, and Three Eyes" (61 c, 59 b); "The Three Brothers" (89, 60 b); "The Star Money" (89); "Mr. Elephant and Mr. Frog" (82); "The Ant and the Snow" (89); "The Fox and the Grapes" (92 c); "The Crow and the Pitcher" (61 c); "The Fox, the Crow, and the Cheese" (92 c).



*Rhymes and Poems Memorized:* Selections from "Mother Goose" (87, 86 b); "My Shadow," R. L. Stevenson (119, 53); "Over in the Meadow," Olive A. Wadsworth (120, 121 c); "Nonsense Alphabet," Edward Lear (120). The last two are read to the children.

*Language*—The child gains in language power through memorizing and repeating good rhymes and poems, and through the dramatization and retelling of fables, very simple at first, like "The Fox and the Grapes," but later he benefits by those of more complicated plot, like "The Lark and Her Little Ones," and "The Four Musicians."

*Industrial Work and Drawing*—Appreciation of a rhyme or story is sometimes aided by objective forms of expression. For example,

"The king was in his counting house  
Counting out his money," etc.,

may be expressed in a sand board scene in which the king and queen, engaged in their favorite occupations, are drawn and colored; maid modeled of clay; clothes on line cut of paper, and the whole scene planned and set up by the children. Or the children cut and mount the "pictures" they see in a story like "Mr. Elephant and Mr. Frog."

*Reading*—"The Little Red Hen"; "The Gingerbread Boy"; "The Old Woman and the Pig"; "The Boy and the Goat"; "The Pancake"; "Chicken Little"—told earlier in the year; "The Billy Goats Gruff"; "The Three Bears"; "The Three Pigs"; "Little Red Riding Hood."

For stories and poems used in other centers see *Literature*, (p. 233).

## PLAY

*Physical Education*—The plays and games listed below constitute nearly all of the physical training that is given. A few, such as "Squirrels in Trees," and "Soldier Boy," appear elsewhere under other centers of interest.

Games adapted for playing in room with seats:

"Jack be Nimble" (46); "Cat and Mice" (46); "Crossing the Brook" (46); "Bean Bag" (46); "Circle Seat Relay" (46); "Did You Ever See a Lassie?" (46); "Wash the Lady's Clothes" (42); "Trees in a Storm" (45); "Snow Balling" (45); "Drawing Water" (42); "Peeping Over the

Fence" (42); "Jack in the Box" (42); "Jumping Jack" (45); "The Man in the Moon" (42); "Marching Song" (45); "A Coach and Pair" (42); "The Nutting Party" (42); "Little Plants" (42); "Ponies Jumping the Fence" (45), adapted.

Circle and singing games and folk dances:

"How-d'ye-do, My Partner" (25 b); "Rabbit in the Hollow" (25 b); "Soldier Boy" (25 a); "Skip to Ma Lou" (25 b); "Round and Round the Village" (25 a); "Draw a Bucket of Water" (46); "French Flower Round" (25 b); "Farmer in the Dell" (25 a). "Charlie Over the Water," "Leaves Are Green," "Jacob and Rachel," "Squirrels in Trees," "Cat and Rat," "Slap Jack," "Drop the Handkerchief" (all from 46).

*Industrial Arts*—Dressing of paper dolls. A house made for the paper dolls of four strong milliner's boxes fastened together with brass brads. Window openings located and measured by the children, cut by the teacher. Windows of paraffin paper, sash of small strips of brown paper pasted across windows. Curtains of coarse lawn hemmed with running stitch. Wall paper selected by class and measured and cut by them; pasted on by teacher; borders made and pasted on by children. "Linoleum" for the kitchen floor of construction paper. Raffia matting woven on cardboard looms. Furniture mainly of construction paper; children led to work out their own ideas. Fence for house of wood, palings of cardboard measured, cut and tacked on by children. Swing for doll's yard.

*Music*—"Kite Song" (42); "Top Song" (42). All songs connected with the singing games.

*Language*—Games for teaching correct idioms, such as "It is I," "it was she," "I haven't the book," "I have no book," etc.

*Arithmetic*—Games for teaching addition and subtraction, such as large domino cards, bean bag played on the floor, hull-gull, a play store, and various blackboard devices in the form of games, like playing marbles, shooting at a target, etc.

## SCHOOL NEEDS

*Industrial Arts*—Making booklets for writing, for illustrative paper cutting, and for spelling.

Planting and care of ivy by the walls of the building. Preparation of soil and planting of nasturtiums between ivy vines; watering and keeping beds clear of grass.

Attention to wraps, overshoes, and umbrellas, with reference to neatness and order of room. Filling vases with fresh water, and other small daily services.

## GRADE II

### DISTINCTIVE CHARACTERISTICS AND CENTERS OF INTEREST

The tendencies mentioned above are all about equally strong in the children of the second grade, hence they are interested in surrounding life—gardening, carpentry, store keeping, and other adult occupations. They revel in imitating these occupations, and play themselves into a knowledge of the world and a likeness to their elders. Their interest in stories is a source of great power and value in leading the children's feelings, hopes, and desires in right channels.

Sensory activity and imagery are at their height, hence the children should get all the experiences they can. The study of surrounding life, special days, and seasonal changes, and the experiences gained in story life, and in play, stimulate all areas of the brain successively.

The aim is to help the children understand and appreciate the present, to give them the kind of experiences which make them grow in relationships.

The course of study must be live as the children themselves are live, must grow as they grow, must adapt itself to their everyday doings, echoing the child world. To this end the following centers of interest have been selected for the second grade:

- I. Surrounding Occupations.
  1. Gardening.
  2. House building.
  3. House furnishing.
- II. Special Days.
- III. The Seasons.
- IV. Story Life.
- V. Play.
- VI. School Needs.

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## SUBJECT MATTER SELECTED AND ORGANIZED ACCORDING TO CENTERS OF INTEREST

### SURROUNDING OCCUPATIONS

#### GARDENING

*Industrial Work*—Fall: Gathering and storing seeds. Making seed envelopes and garden picture booklets. Clearing garden for winter. Observing the plowing of the garden. Digging up and raking the soil, and laying off plots and rows. Planting bulbs and caring for them. Transplanting flowering plants and cuttings to window boxes. Planting turnip, mustard, and spinach for early spring salad. Planting onions. Working and protecting plants in garden. Planting sweet peas.

Spring: Pulverizing soil and laying of garden. Planting spring garden, both flowers and vegetables. Planting for fall and winter—pop-corn, pumpkin, carrots, parsnips, salsify, butter beans; and for summer—sweet corn, lettuce, snaps; planting such flowers as nasturtiums, sweet alyssum, zinnias, marigolds, asters, poppies, salvia. Hoeing, thinning, transplanting, watering plants. Destruction of pests. Boiling spinach, serving with hard-boiled eggs. Preparing radishes for table.

In both fall and spring work, the use of stakes, string, measuring stick, maul, hoes, rakes, wheel plow. Making measuring sticks. Gathering and selling vegetables as they mature. Representing garden on sand table.

*Drawing*—Modeling vegetables. Drawing and painting flowers and vegetables. Drawings showing growth of plants. Mass drawings of children engaged in garden activities. Free-hand cuttings for blackboard border representing children with hoes, etc., going to work. Plan of garden and beds. Pictures studied: Millet's "Digging Potatoes," selections from German Colored Prints.

*Elementary Science*—Condition of garden in fall. Insects in garden—their relation to garden: the grubworm, the bumblebee, the grasshopper, the butterfly, the earthworm. Preparation of ground for fall planting; for spring planting: Fertilizers—what? why? Drainage, slopes; effect of rain, sunshine, frost, freezing, snow. Weather chart kept at different times during year. Germination of peas, beans, corn.

This is shown by use of box with glass front so whole class can see seeds each day. The birds—cat bird, robin, mocking bird—studied in relation to garden. In harvesting and gathering vegetables and seeds, studies of the roots, seeds, stems, leaves, and fruit of vegetables which are used for food. Evaporation in relation to cooking. Boiling water. Solvency of salt and sugar. Importance of chewing food, of keeping teeth clean.

*Language*—Conversation lessons on experiences in garden: first frost, plants, etc. Records made of work done in garden. Oral descriptions of work done. Lists of words selected from different topics of garden work and learned in spelling. A program about the garden worked out by children.

*Literature*—The following stories and poems studied for appreciation and pleasure: "Mary's Meadow" (60 c); "Five Peas in a Pod" (77); "A Tiny Ball and What Came of It" (116 c); "The Farmer and the Birds" (60 c); "The Story of a Water Drop" (60 c); "The Flowers and the Fairies" (70 c); "Talking in Their Sleep" (54 d); "Baby Seed Song" (54 d); "Waiting to Grow" (54 d); "The Little Seed" (116 c); "How Buttercups Came" (71 c); "The Wake-Up Story" (71 c); "The City Mouse and the Country Mouse" (134); "The Little Red Hen" (88 b).

*Primitive Life Stories*—Selections relating to foods, from Dopp's *The Tree Dwellers*, *The Early Cavemen*, *The Later Cavemen*, and from *Robinson Crusoe*.

*Arithmetic*—Measuring and marking off the rows in the garden. Measuring with yard sticks and foot rules for planting. Measuring for flower-beds and walks. Measuring for seed envelopes. In harvesting garden produce, study of U. S. money, pint, quart, peck, pound,  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{2}{3}$ . Counting and drill in addition growing out of lessons in measuring. Problems following gathering and selling of produce.

*Music*—"The Bumblebee" (19); "Mr. Wind and Madame Rain" (40 a); "The Toad's Mistake" (3); "Little O'Dear," found in Eugene Field's Song Book; "Daffodil" (39 a); "The Butterfly" (3); "The Song of the Rain" (15).

*Games*—Rhythmic exercises imitating garden activities. "Garden Game" (25 a); "The Scamp and the Garden" (46).

*Reading*—Stories relating to gardens and gardening selected from grade texts, read by class.

*Writing*—Sentences and words about the work in the garden as needed in written accounts.

### HOUSE BUILDING

*Industrial Work*—Building doll house: excursions to see different houses in town; collecting wooden boxes; arranging boxes for house; excursions to Normal School workshop to see sawing, planing, etc.; windows and doors measured and sawed out; window and door frames measured and sawed and sandpapered; weatherboarding represented by manila tag cut and nailed on house; roof planned, made, and painted; floors, window and door frames stained; use of hammer, saw, brads, nails, ruler, sandpaper.

Construction of homes of Cave Dwellers in sand table. Construction of Robinson Crusoe's home in sand table.

The work of the carpenter, the mason, the lumberman. Interdependence of occupants of house and the people surrounding them.

Comparison of primitive man's home with ours, of his problems in getting shelter with ours.

*Drawing*—Drawing plan for doll house. Mass drawings of children at work on house. Drawing of house after completion.

*Elementary Science*—Function of house in relation to weather. Heat, light, and ventilation considered in building house. Importance of sleep, rest, sunshine, light, fresh air. Importance of cleanliness in house, of body, of yard around house. Study of trees, especially the pine, in connection with wood suitable for building houses. (The pine is usually selected by children because it is so tall and straight.)

*Language*—Sentences about the house composed and written. Records composed and written about the excursions, building the house, and material used. Words used in connection with written work on house learned in spelling.

*Primitive Life Stories*—Parallel with the study of our homes, the homes of primitive people are studied, the Dopp readers, *The Tree Dwellers*, *The Early Cave Men*, *The Later Cave Men*, being used as a basis. The Tree Dwellers' homes, the Cave Men's homes, how they got them and how they were protected; also the story of how Robinson Crusoe made his home. Parts of the stories of the Tree Dwellers, the Cave

Men, and Robinson Crusoe are dramatized, and there is much free, oral discussion throughout the work.

*Other Stories Told the Children*—"Joseph, the Carpenter," from the Bible; "The Fisherman and His Wife" (71 c, 112); "The Play House" (116 c); "Making a House" (88 c); "The Secret of Fire" (63); "At the Little Boy's Home" (74 c); "The Magpie's Lesson" (71 c, 54 c); "How the Oak Tree Became King" (70 c), and the poem "The Tree" (58).

*Arithmetic*—Measuring for doors, windows, door and window frames. Measurements for doll house plan. Counting and drill in addition following measurements. Problems involving measurements.

*Music*—"The Carpenter" (8); "The Carpenter" (22).

*Games*—Rhythmic exercises imitating plane and saw.

*Reading*—Selections from *The Tree Dwellers*, *The Early Cave Men*, and *The Later Cave Men*, by Dopp. Stories from class text-books read.

*Writing*—Sentences and words about the work connected with building the house.

### HOUSE FURNISHING

*Industrial Work*—Excursions to furniture stores. Planning and making, from pieces already sawed, wooden furniture, such as tables, chairs, bookcases, window seats, beds, dressers, washstands, sideboard, stove, and odd pieces that individual children plan and make independently. Use of hammer, ruler, brads, sandpaper. Modeling dishes for dining-room, vases for tables, utensils for kitchen, and bathroom fixtures, making cardboard looms. Weaving rugs, cutting out and fringing scarfs, napkins, table covers, and bed spreads. Making mattresses, pillows, pillow slips, sheets, window curtains, dust cloths, towels. Learning to pull threads, to knot thread, to thread needle, to baste, to make the running stitch, the overcasting stitch. Papering house. Staining furniture. Selecting and cutting out pictures for house. Framing these pictures with construction paper. Hanging pictures, arranging furniture in house. Crude construction of primitive tools, utensils, and weapons. Crude construction of Robinson Crusoe's tools and utensils. Comparison of primitive man's problems in getting clothing, tools, utensils, and implements with ours.

*Drawing*—Designs for wall paper borders; washes for wall paper; designs for rugs, choice and matching of colors in all designs; designs for linoleum for kitchen, pantry, and bathroom. Curtains stenciled by means of stick printing. The children receive very little help in making these designs. Mass drawings of children at work on furniture.

*Elementary Science*—Study of trees in connection with wood for furniture. Recognition of cotton, silk, wool. Importance of cleanliness with furniture, utensils, etc., in the home.

*Language*—Conversation lessons on weaving rugs, making curtains, etc.; on modeling dishes, etc.; on making wall paper borders; on making furniture. Records written about making furniture, staining furniture, weaving rugs, sewing, arranging furniture, etc. Words selected for spelling.

*Primitive Life Stories*—Stories from *The Tree Dwellers*, *The Early Cave Men*, and *The Later Cave Men*, about how the primitive people made furniture, tools, utensils, or how they learned to weave. Dramatization of parts of these stories. Story of how Robinson Crusoe furnished his home and made tools and cooking utensils. The whole emphasis is laid upon how these people kept what they had, learned new things, progressed in civilization, and helped us. Primitive conveniences discussed and compared with ours.

*Arithmetic*—Measurements involved in making furniture, in making designs, in cutting out scarfs, etc. Drill on processes needed to accomplish these measurements. Problems growing out of measurements and cost.

*Music*—"The Carpenter" (58) re-used.

*Games*—Rhythmic exercises imitating hammering, weaving, etc., "Tailor's Dance" (47).

*Reading*—Selections from *The Tree Dwellers*, *The Early Cave Men*, and *The Later Cave Men*, by Dopp, on how primitive man made his utensils, etc. Stories selected from texts in class.

*Writing*—Sentences and words about the work on the furniture, the sewing, the weaving, the modeling.



## SPECIAL DAYS

## HALLOWE'EN

*Language*—Conversation lessons on things we do on Hallowe'en and things we may do this Hallowe'en. Retelling Hallowe'en stories. Writing sentences about what to do on Hallowe'en.

*Literature*—"The Hallowe'en Elf," in *The Haliburton Second Reader*, "The Fairy Shoemaker," in *Elson Primary Readers*, Book II.

*Play*—A party is given in the classroom for the children's enjoyment. The room is darkened, lanterns are lighted, and games are played, such as "Bobbing for Apples" and "The Brownie Game."

*Industrial Work and Drawing*—Lanterns made and faces drawn and pasted in to develop idea of form and proportion. Brownies cut to make border for room to increase interest in the occasion.

*Music*—"Jack-o'-lantern" (17), "The Brownies" (19), "The Pop-corn People" (19), to increase the merriment of the hour.

## THANKSGIVING

*Language*—Conversation lessons on how to show our thankfulness, and on how other people have shown their thankfulness, to afford opportunity for free expression of ideas. Selected stories retold by the children to develop oral expression. Words selected for spelling.

*Industrial Work and Drawing*—Modelling fruits and vegetables to develop idea of form. Illustration by paper cutting of "Over the River and through the Wood" for blackboard picture and story selected from "Hiawatha Primer" and worked out on sand table. Both for better appreciation of subject matter. Drawing in colors of apples and pumpkins to develop sense of color. Cutting out and coloring turkeys for blackboard border.

*Literature and Reading*—"Over the River and through the Wood," and "We Thank Thee," by Emerson, memorized for enjoyment. Psalm LXV, 11-13, memorized to increase appreciation for the spirit of thanksgiving. The following Thanksgiving stories read to the class for enjoyment: "How

Patty Gave Thanks," found in *In the Child's World*, "Thanksgiving Stories," found in *For the Children's Hour*, "The Doll's Thanksgiving," in *Elson Primary Readers*, Book II, "Teddy and Tommy," in *For the Children's Hour*. Stories pertaining to the season of Thanksgiving selected from supplementary readers and read by individual children to class to increase interest in reading and to give practice in clear enunciation and good pronunciation.

*Music*—"The Squirrels' Thanksgiving" (40 b), "Thanksgiving Song"; "Children's Litany" (24), re-used to afford pleasure to the children and to develop good tone quality.

*Arithmetic*—Oral problems about fruits and vegetables to give practice in addition.

*Writing*—Words and sentences about what we have for our Thanksgiving dinner, to give practice in writing.

*Games*—"Oats, Peas, Beans, and Barley Grow" (46 or 25); and Bancroft's "Hunting Game" (46) for social pleasure and physical activity.

*Nature Study*—Uses of pine, holly, and fir trees at Christmas; their characteristics.

#### \*CHRISTMAS

*Language*—Conversation lessons on the spirit of Christmas to give opportunity for free oral expression. Writing invitation to Christmas exercises to develop clear expression. Field's "Why Do Bells on Christmas Ring?" copied to keep in language books. Writing stories about Christmas pictures. Letter to Santa Claus. Words connected with Christmas taught in spelling.

*Bible*—Luke II, 8-14, memorized. Bible stories: The Birth of Christ, The Visit of the Shepherds, The Manger of Bethlehem.

*Literature*—Moore's "A Visit from St. Nicholas," memorized for enjoyment. "The First Christmas," in *Three Years with the Poets*; "Mr. Santa Claus," and "Christmas at

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\*A typical Christmas program, that embodies much good school work and affords an excellent expression of the true Christmas spirit, may be found in the *Virginia Journal of Education*, November, 1912. This program is a play, entitled "Santa's Visit to Favorite Children," worked out by the Second Grade of the Training School, Miss Elizabeth Falls, Supervisor, Farmville, Virginia.

Hollywood," in *Fifty Good Stories for Children*; "The Christmas Bells," and the "Silver Cones," found in *The Hali-burton Second Reader*; "Dressing the Christmas Tree," in *Lights to Literature*, Book II.

*Industrial Work and Drawing*—Christmas gifts, pin rolls and calendars are made to give to parents, Santa Clauses carrying sacks of candy for first-grade children, decoration bells made to dress Christmas tree to strengthen the spirit of giving in the children. "A Visit from St. Nicholas" worked out on sand table to clarify ideas, to afford pleasure and opportunity for physical activity, and to develop the creative power in the child. Snow scenes drawn with crayola to develop sense of color and idea of placing. Free-hand drawing and cutting of reindeer and sleighs, making border for board. Decorations on invitations to send to parents to develop rhythm in use of units. Children draw presents they would like to get for Christmas. This gives opportunity for original work and free expression of ideas. Pictures studied—Raphael, "Madonna of the Chair"; Holbein, "The Meyer Madonna."

*Music*—"Santa Claus" (41 a), "Christmas Chimes" (41 a), "Bethlehem Stable" (12), "Christmas Play" (17), "Santa Claus" (1), "The First Christmas" (26), to develop æsthetic appreciation, rhythm, and good tone quality.

*Games*—"Dance Around Tree," Hofer's *The Christmas Wreath*," to afford social enjoyment and opportunity for physical activity, also to develop sense of rhythm.

*Arithmetic*—The children are given 25c with which to buy toys. They make up problems, buy and sell toys, spending the whole amount given them. This continues for almost a week, and is followed by drill in addition and subtraction as the inverse of addition.

#### LEE'S BIRTHDAY

*Literature*—Stories of Lee's boyhood and his kindness to his mother told to the children to increase their appreciation of his greatness of character.

*Language*—Stories reproduced by the children for oral expression.

#### VALENTINE'S DAY

*Language*—Conversation lesson on what are deeds of kindness and on what a valentine should express, and messages

selected and written to fix habits of good oral and written expression.

*Literature*—"The Story of Valentine," *Plan Book*, February; "How Valentines Are Made"; "Five-Minute Stories," to give enjoyment to class; "A Valentine," found in *The Haliburton Second Reader*.

*Industrial Work and Drawing*—Valentines are made to put in post-office in grade-room. Postmaster and carriers are selected and valentines are delivered for the social enjoyment of the children; "Mr. Postman" (20).

*Music*—"Valentines" (38 a); "A Recipe for a Valentine" (19), learned to add interest to the day.

#### WASHINGTON'S BIRTHDAY

*Literature*—Stories of Washington's bravery as a boy and as a soldier for ethical value. "A Little Lad of Long Ago," in Bailey and Lewis's *For the Children's Hour*.

*Language*—Sentences composed and copied and stories retold to give practice in good oral and written expression.

*Music*—"Soldier Song" (40 a); "Salute to the Flag" (20), "The Red Drum" (40 b), to develop idea of patriotism and sense of rhythm.

*Industrial Work and Drawing*—Badges and flags made and colored to increase interest in the day and to develop idea of patriotism.

*Arithmetic*—Measuring involved in making badges and flags to secure skill in using the rule.

*Games*—Newton's "King of France" (45) to afford opportunity for physical activity and social enjoyment.

#### EASTER

*Language*—Class discussions about the return of birds, the blooming of flowers, the budding of trees, the awakening of all nature into life, held each day during the week preceding Easter Sunday for better appreciation of the spirit of spring, the return of life. Reproduction of Easter stories to give opportunity for clear oral expression. Picture, "The Easter Eggs," studied to afford opportunity for original work.

*Literature*—"The Lily," *Plan Book*, April; "What Was Her Name?" by L. E. Richards, found in *Five Minute*

*Stories*; "The Feast of Eggs," in *Summers's Second Reader*; "The Rabbit and the Easter Eggs," in *Summers's Second Reader*, and "The Easter Egg," in *Summers's Second Reader*, read to class for æsthetic appreciation.

*Music*—"Mother Hen" (39 a), to increase interest in the day. "At Easter Time" (15), for æsthetic appreciation.

*Industrial Work and Drawing*—Design using eggs, chickens, and rabbits for Easter blackboard border to develop creative power. Easter cards to send to friends designed to give practice in use of units and encourage creative, original work.

## THE SEASONS

### FALL

*Nature Study*—Observation of changes in animal life as noted in first grade. Preparation for winter as noted in bulbs, seeds, buds, and roots. Gathering of autumn leaves and noting different colors, time of turning, etc., to increase the children's love of nature. Study of sycamore, magnolia, and poplar trees. The children note the characteristics of growth, foliage, seeds, etc., and list the uses of these trees. Planting of acorns in schoolroom to see how the seed unfolds into the plant. Seed chart kept for identification of seeds. Recognition of wild carrot and wild aster.

*Drawing*—Washes made in autumn colors, and from these, leaves cut out to make designs for language booklets. Painting October sunsets. Drawing of leaves illustrating the song "Falling Leaves."

*Industrial Work*—Booklets made to hold written work. Booklets made to preserve the leaves gathered and others that have been painted.

*Arithmetic*—Measuring in making language booklets to give practice in the use of the ruler. This is followed by drill in measuring height of members of class and objects in classroom.

*Language*—Conversation lessons on color of leaves, fall fruits, flowers, and other signs of fall; telling summer experiences, comparing with fall, and retelling stories (see *Literature*) to develop freedom in good oral expression. Sentences about September, October, November, and the fall, composed and written, and story of picture written to develop originality in thought and to fix correct forms in written expression.

*Literature*—Poems studied and memorized: "Leaves at Play" (51, 74 c); "Getting Ready for Winter," by Mary Ellerton; "Autumn Fires" (53, 70 c, 75 c); "The Wind and the Leaves" (50 c).

Read to class for enjoyment: "The Fairies' Shopping" (52 d); "What November Brings" (53).

Stories told to class to develop appreciation for good literature: "The Kind Old Oak" (49, 60 c, 71 c); "The Anxious Leaf" (50 c, 74 c); "Baby Bud's Winter Clothes" (49).

*Music*—Songs taught to develop æsthetic appreciation, rhythm, and good tone quality: "The Goldenrod" (3); "The Song of the Rain" (15); "November Lullaby" (MS.); "The Squirrel" (40 a); "In a Hickory Nut" (3).

*Games and Folk Dances*—"The Fox and the Squirrel" (46); "The Wind, the Rain, and the Trees" (MS.).

*Reading*—Stories and poems selected from class text-books.

## WINTER

*Nature Study*—Observation of, followed by conversation lessons on, snow, winter rains, and ice, to find out the effect on land and the value of the above to plants and man. Study of snow crystals to see their beauty. The winter birds: chickadee, downy woodpecker, and tufted titmouse are studied. An effort is made to help the children identify these birds by their plumage and song. Observation books are kept for writing all that the children find out about these birds through independent observation.

*Drawing*—Pictures of sleds and "the snow man" drawn, also pictures of different winter games, using "little men of action" in positions such as skating, sliding, etc., to develop a readiness to illustrate ideas.

*Industrial Work*—Cloth is chosen to make winter clothes for dolls. Caps and capes are cut out and made, the running stitch being used.

*Arithmetic*—Children are given twenty-five cents in toy money with which to buy articles from toy stores, to teach the children how to make change. The Austrian method is used. The play store is followed by drill in the combinations, involving addition and subtraction.

*Language*—Conversation lessons on winter pleasures, followed by written lessons, to give practice in good oral and written expression. Conversational lessons on snow and rain.

*Literature*—Stories told to class: "Jack Frost and His Work" (49); "The Farmer and the Chickadee."

Stories and poems studied for appreciation and pleasure: "Winter" (55); "Jack Frost" (54 d); "What the Snow Birds Said" (56); "The Song of the Chickadee" (57, Jan., 1913); "Little Ships in the Air" (56); "The Twelve Months" (50 c, 70 c); "The North Wind at Play" (49).

*Music*—"Jack Frost" (3); "Snow Flakes" (3); "The Snow Bird and the Snow Man" (39 c).

*Games*—Used to afford opportunity for physical activity and social enjoyment: "Rabbit in the Hollow," "Bird Catcher," "Water Sprite," "Bear in the Pit," all from (46).

*Reading*—Stories and poems selected from class text-books.

### SPRING

*Nature Study*—Germination of peas, beans, and corn studied through observation in classroom. Observation of the budding of trees, and of trees as protectors of the soil, as protectors from sun and rain, and as objects of beauty. Spring birds, the cardinal and the mocking bird identified by plumage and song. Wild flowers: anemone, surpine, bluet, wild sassafras, and primrose gathered and pressed. In all of this an effort is made to increase the children's interest in things around them.

*Drawing and Industrial Work*—Drawing of buttercups from nature. Designs, using buttercups, made and pasted on nature-study booklets.

*Language*—Conversation lessons on signs of spring, and story of "Persephone" to give practice in good oral expression. Invitation to May Day written. Records of observations written in nature-study booklets to afford opportunity for independent seat work.

*Literature*—Re-used from Grade I: "The Wind" (53, 54 c). Memorized: "What Does Little Birdie Say?" (59 b, 72 c). Studied to increase æsthetic appreciation: "March" (73 c); "Spring" (58); "Spring Heralded" (54 d); "Ulysses and the Bag of Winds" (61 c, 88 c); "Who Stole the Bird's Nest?" (56); "Bird Thoughts" (70 c).

*Music*—"All the Birds Have Come Again" (15); "Dandelion" (15); "The Bird's Nest" (19); "Who Am I?", "Little Bird," "The Robin and the Chicken," *Melodic First*

*Reader*; "The Wind" (38 b); "Pussy Willows" (41 a); "Pussy Willow" (15).

*Games*—"The Wind and the Flowers" (MS.); "Corner Spry" (46); "In the Spring" (25 a); "Dance of Greeting" (47); "Danish Dance of Greeting" (47); "Bird Game" (MS.).

*Reading*—Stories and poems selected from class text-books.

## STORY LIFE

*Literature*—The stories, poems, and songs listed below have been selected from different types of literature to develop the many sides of child life. Some are given to help develop right ideals, a sense of humor, or the imagination; others are mainly for an appreciation of good literature and a love of the beautiful.

*Stories*—The Bible stories of Moses, Jacob, and Joseph; "The Fox and the Crow," "The Wolf and the Crane," "The Fox and the Stork," "The Tortoise and the Hare," "The Flies and the Pot of Honey," all from (134); "The Ant and the Grasshopper" (74 c); "The Dog in the Manger" (71 c); "The Stone in the Road" (116 c); "Hercules and the Lazy Man" (127); "The Dog and His Image" (127); "The Goose and the Golden Eggs" (77, 134); "The Rainbow Bridge" (74 c, 128); "The Prince and the Spider" (116 c); "The Magic Hammer" (70 c); "Puss in Boots" (134); "Boots and His Brothers" (59, 133); "Princess on a Glass Hill" (133); "Tom Thumb" (134, 77); "The Fairy Shoemaker" (71 c); "The Brownie's Bell" (70 c); "Cinderella" (134); "Jack and the Bean Stalk" (134); "The Golden Bird" (134); "Snow White and the Seven Little Dwarfs" (59 c); "The Queen Bee" (77); "Hans in Luck" (71 c); "Diamonds and Toads" (116 b); "Mufflon" (80); "Prince Darling" (116 b); "William Tell" (61 c); "The Road to the Loving Heart" (60 c); "The Boy and His Cap" (71 c); "Appleseed John" (70 c); "Mowgli's Brothers" (130); "The Cat that Walked by Himself" (130); "Epaminondas and His Auntie" (100, 88 c); "The Story that Had No End" (54 d); "The Vowels" (61 c); "The First Umbrella" (71 c); "Prometheus" (129); "Star Dollars" (93); "Stories from Uncle Remus"; *The Circus Book*, by Laura R. Smith.



*Poems*—"Seven Times One" (74 c); "They Didn't Think" (56); "The Squirrel's Arithmetic" (56). The following from (53): "Where Go the Boats?" "Bed in Summer," "Windy Nights," "The Land of Counterpane," "The Lamplighter," "My Bed Is a Boat," "Farewell to the Farm," "The Land of Story Books," "Fairy Land," "Young Night Thoughts," "Foreign Children," "Foreign Lands."

*Music*—"The Cat" (39 a); "Fairy Folk" (145 a); "The Fairies"; "Fairy Jewels" (38 a); "The Fairy Ring" (38 a); "The Giants" (19); "The Little Elf" (146 a); "School Time"; "The Train" (3); "The Zoo" (3); "The Owl" (19); "The Rock-a-bye Lady" (143); "Bring the Comb and Play Upon It" (40 a).

*Language*—Poems memorized, such as "The Land of Story Books," and "Where Go the Boats?," simple stories of Robert Louis Stevenson's life told the children and, in the spring, a Stevenson program is given. Stories reproduced, such as "The Tortoise and the Hare," "The Ant and the Grasshopper," "Cinderella," "Snow White and the Seven Little Dwarfs." Stories dramatized, such as "Tom Thumb," "The Fairy Shoemaker," "The Lamplighter."

*Reading*—Stories and poems read by pupils from class texts, such as "Little Boy Blue," "Ba, Ba, Black Sheep," "Little Bo-Peep," "Hush-a-bye Baby," "Hickory, Dickory, Dock," "Hi, Diddle, Diddle," "Mistress Mary's Garden," and other Mother Goose rhymes all from (88 b, 59 b, and 61 b); "The Three Bears," "The Little Red Hen," "The Old Woman and the Pig," "The Three Billy Goats," "The Months," "Titty Mouse and Tatty Mouse," "The Little Boy's Good Night," all from (61 b); "The Dog and His Shadow," "The Hare and the Tortoise," "The Lion and the Mouse," and other fables found in (59 c, 61 c, 88 c, 60 b, 75 c, 97 Bk. II); "The Wolf and the Seven Kids," "King Midas," "The Little Pine Tree," "One Eye, Two Eyes, and Three Eyes," "Why the Sea Is Salt," "Lady Moon," and others from (61 c); "The Flying Ship," "The Sister of the Sun," "Sleeping Beauty," "Peter Pan," "The Lambkins," "Boats Sail on the Rivers," "Fairy Land," "My Shadow," and others in (59 c); "Jack and the Bean Stalk," "General Blackbird," "The Burial of Poor Cock Robin," "The Go-to-Sleep Story," "The Wake-Up Story," "Mr. Elephant and Mr. Frog," and others found in (75 c); "The Gingerbread Boy," "The City

Mouse and the Country Mouse," "The Three Little Pigs," "The New Moon," and others found in (60 b); "The Great White Stove," "The Six Little Sea Maids," "Thumbling," "The Calico's Story," "The Nixie's Music," "The Little Maid of the Light House," and other stories found in (60 c); "Johnny Cake," "Little Red Riding Hood," "The Three Wishes," "Chicken Little," "The Cat and His Servant," and others found in (97 Bk. II); "A Dozen Toilers," "The Cat That Waited," and others in (88 b); "The Brown Thrush," "Why the Bear Sleeps All Winter," "The Candy Lion," "My Fairy," "A Japanese Fairy Tale," "The Lantern and the Fan," "Please," "The Little Jackal and the Alligator," and others from (88 c); "The Doll's Party," "The Bad Pig," "Simon Goes Fishing," and others from Cyr's *Dramatic First Reader*.

[NOTE.—Many of the stories told to the children in kindergarten and first grade are read by the children in the second grade. Many of the stories told to the children in the A term are read by the children in the B term.]

*Industrial Work and Drawing*—Work on the sand table, paper cutting, and drawing often make ideas clearer, develop the imagination and originality. These aids are utilized in connection with the study of stories and poems, such as "Princess on a Glass Hill," "Where Go the Boats?" "Farewell to the Farm," selections from "The Circus Book." Pictures studied: *Murillo's* "The Melon Eaters," *Hæcker's* "Girl with the Cat," *Millet's* "Feeding the Hens," *Landseer's* "The Lion," "Dogs."

## PLAY

*Physical Education*—Games and folk dances for enjoyment and the full development of the child. (Except as noted, these games are found in (46): "The Cat and the Rat," "Hill Dill," "Shoemaker's Dance" (47), "Three Deep," "Slap Jack," "The Squirrel and the Nut," "London Bridge," "The Fox and the Hunter," "Follow the Leader," "The Hare and the Hound," "Hunt the Fox," "Have You Seen My Sheep?" "Last Man Out," "Prisoner's Base," "Who Goes Round My Stone Wall?" "Thief and Thief Now Shall Be Your Name" (48); "The Rabbit and the Squirrel," "Let the Feet Go Tramp," "Stealing Steps," "I Had a Little Pony" (45), "The Hunting Game," "Clap! Stand!" "The Black Man," "Chang-

ing Seats," "Prince Tiptoe" (48), "See-Saw Game" (MS.), "I Say Stoop," "The Swing" (45), "Ring Dance" (45), "Nuts in May."

*Language*—Games played to fix habits of good usage in English. Games played are such as "I Haven't Any," "I Did It," found in King's *Language Games*. Dramatization of stories; spelling-bees; spelling-matches.

*Arithmetic*—Many games are played to fix the forty-five combinations in addition, and to aid in counting rapidly. Games played are such as bouncing ball, bean bag, board games.

*Music*—Games for ear training, call games, etc.

*Reading*—Stories read in conversation form or dramatized, such as "The Little Red Hen," "The Four Musicians."

## SCHOOL NEEDS

*Industrial Work*—Making booklets for spelling, language, drawing. Making free-hand cuttings for blackboard borders. Keeping ivy plat clean, well worked, and watered. Making envelopes for report cards. Making tags for hooks in cloak rooms. Helping to keep classrooms clean. Keeping flowers in classrooms. Attending to flowers growing in classrooms.

*Drawing*—Making designs for booklets. Making blackboard borders.

*Arithmetic*—Measurements involved in making booklets and tags. Measurements between units in blackboard borders. Measuring heights of children in grade. Keeping scores in games. Measuring sticks marked off for garden use. Drill needed to make these measurements.

NOTE.—Under this center of interest may also be noted the drill on certain letter forms to increase speed in handwriting and to aid in legibility; also the drill needed to master counting and addition combinations required in second grade, and the practice in phonics and spelling. All of this drill grows out of needs that arise from work in other Centers of Interest.

## GRADE III

### DISTINCTIVE CHARACTERISTICS AND THE CENTERS OF INTEREST

In general, all of the characteristics listed for the primary group are common to the children of the third grade and are

considered as helpful guides in the selection of subject matter. Curiosity, motor activity, imagination, imitation, and constructiveness, however, seem to stand out most clearly. These are the foundation for the interest in the centers around which the work of this grade is organized. The distinctive centers of interest for this grade are: *Sources of Our Food* and *Our Clothing*.

Besides increasing skill in the control of the tools of learning, the two main aims of this grade are to strengthen the desirable dominant instincts and to utilize them in developing an appreciation for the common, everyday things of life. Through contrast and comparison of present and primitive customs the children begin to understand and appreciate distant and imaginary events. The actual making of a miniature farm in the school garden and the construction of primitive tools and materials give an opportunity for developing and executing plans and learning the habit of coöperation.

The following are the centers of interest for Grade III:

- I. Sources of Our Food.
  1. Farming.
    - Harvesting.
    - Milling.
    - Planting.
  2. Other Lands.
- II. Our Clothing.
  - Wool (Sheep raising).
  - Cotton.
- III. Special Days.
- IV. Seasons.
- V. Story Life.
- VI. Play.
- VII. School Needs.

## SUBJECT MATTER SELECTED AND ORGANIZED ACCORDING TO CENTERS OF INTEREST

### SOURCES OF OUR FOOD

#### FARMING

The farm and garden as the source of our food are studied from the following sub-centers: *Harvesting\** (*Milling*); *Planting* (*Fall and Spring*).

\*Harvesting is placed first here because the school work of this grade begins with it.

## HARVESTING

*Industrial Work*—Report of committee from preceding Grade III, who harvested wheat and oats during the summer; harvesting, by class, remainder of garden crops planted when in Grade II; and corn crop planted by previous Grade III. Marketing salable crops. Experiments in primitive threshing. Dry and stew pumpkins; boil carrots. Make booklet for "Farm Notes."

*History and Geography*—(Taught in geography time.) Through pictures, stories, and descriptions make a comparison of present-day methods of harvesting and threshing with old-fashioned and primitive modes. Names of countries, and general geographical concepts of the life of typical rural people studied in the reading period.

*Literature*—"A Story of Harvest Time" (103), or "The Story of Ruth" (104) read to class. The story of "Ceres and Persephone" (110, 109, or 59 e) told to children and reproduced orally. Whittier's "Corn Song," verses one through seven (56 or 101 b) read to children for appreciation.

*Reading*—Stories of harvest life, from Dutton's *In Field and Pasture*, read by the class.

*Language*—Telling observations and experiences connected with harvesting, threshing, marketing, and cooking. Writing records and class stories for farm notebook. Formulation of recipe for cooking carrots and presented as a gift to mothers. Spelling words related to harvesting, cooking, etc.

*Arithmetic*—Calculate worth of grain crop; keep a record of sales of vegetables; learn how to make simple bill forms. Drill in inch, half-inch, and quarter-inch measurements in construction of farm notebook.

*Picture Study and Drawing*—From farm magazines and *The Perry Picture Co.* [Malden, Mass.], make a collection of pictures illustrating harvesting scenes. Study "The Gleaners," by Millet. Draw and paint carrots. Design cover for farm notebook, and for recipe gift.

*Music*—Teach the following rote songs: "Harvest Home" (39 c); "Thanksgiving Song," verses one and two (19).

*Games*—"Russian Haymaking Dance" (25 b). The words "heel and toe, and heel and toe, and heel and toe, and away we go" (with repeat) have been substituted for the words in the chorus.

#### MILLING

*Excursion*—Trip to roller mill to see how the "Pride of Farmville" flour is made.

*Industrial Work*—Experiments in primitive methods of making hominy, corn meal, and wheat flour. Make meal and cook corn bread.

*History and Geography*—(Taught in geography time.) Stories of primitive and old-fashioned methods of grinding; compare with improved present-day methods. "Story of a Loaf of Bread," from Chamberlain's *How We Are Fed*, studied by class. Make a picture collection of great wheat and corn fields of our country. The teacher draws an outline map of the United States, and colors the sections for corn and wheat so as to give the children an idea of what parts of our country contribute to the world's supply of these two great food stuffs.

*Elementary Science*—Uses of wheat and corn. Make a collection of wheat and corn preparations.

*Language*—Telling the story of "What I Saw at the Mill." Spelling words connected with various milling topics.

*Literature*—"Psyche's Tasks" (109 or 110) adapted and told to class.

*Music*—Teach the following rote songs: "Song of the Miller" (21).

*Game*—"Jolly Is the Miller" (25 a).

#### PLANTING (FALL)

*Elementary Science*—Condition of school garden and farm patches after spring crops are off. Best place for sowing fall grains: kinds of soil; position of soil; preparation of the ground; what fertilizers to use and how; use of plow and harrow. Selection of seeds; testing; comparing. In constructing the model farm home a study is made of the location of home and outbuildings in relation to drainage and proper sanitation.

*Industrial Work and Gardening*—Planting and caring for miniature farm in Grade III portion of school garden. Crops planted, wheat and oats. Vegetables planted, lettuce. The lettuce cold frame is made about the middle of October, and plants are transplanted the last of December and the first of January. Making of cover for plant bed and for lettuce plot. Sand table representation of a *Model Farm Home*. Home and surrounding buildings made from construction paper; fences for barns and pastures cut from construction paper, but in imitation of the modern-day wire fence; garden fence, latticed splints; walks of crushed gravel; horses, cows, sheep, pigs, chickens, ducks, etc., free-hand cuttings from cardboard; boxwood hedges, growing flowers, vegetables, and tiny tree shoots transplanted to damp sand. In the making of this home children work out individual ideas under the guidance of the teacher, the aim being the making of a home with all modern improvements.

*Excursion*—(Taken before construction of home on the sand table.) Visit to a near-by farm to observe home, buildings, fields, and animals.

*Drawing*—Painting houses, coloring animals and fowls.

*Language*—An attempt at an æsthetic description of *My Farm Home*. Spelling words connected with farm life. Writing records of planting and of growing crops.

*Arithmetic*—Get idea through observation of how much land in an acre. Measuring in laying off wheat, oats, and lettuce plots, and in construction of houses and fences for sand table.

*Games*—“Oats, Peas, Beans, and Barley Grow” (25 a); “Sweedish Harvest Game” (25 b).

#### PLANTING (SPRING)

*Industrial Work and Gardening*—Planting spring crop of field corn: Preparing ground; planting; hoeing; thinning. Making primitive farm implements. Representing homes of *The Cliff Dwellers* and *The Pueblos* in connection with study of primitive agricultural people, their mode of living and farming.

*Elementary Science*—Observe germination and growth of corn. Effect of drought, cold, frost, and snow.

*History and Geography*—(Taught in geography time.) Stories of primitive agricultural people. Early Indian farmers of Southwestern United States; physiography and climate of plateau region and adaptation of its early people to environment. As an outgrowth of work in the miniature farm, the children are led to a general survey of kinds of crops raised in Prince Edward County and in Virginia. An outline map of Virginia is made by the teacher and children make a product map by pasting on pictures illustrative of the crop sections.

*Literature*—Story of *Lolami*, by Bayliss, adapted and told to children.

*Reading*—The following stories are read by the children: "Legends of Indian Corn" (61 d); "Corn Story" (88 d); "The Farmer and the Hill Man" (88 d); "The Story of White Cloud," from Dutton's *In Field and Pasture*.

*Language*—Telling imaginative stories of primitive life. Writing a class story, "How to Grow Lettuce." Spelling words related to farm life.

*Arithmetic*—Measuring in laying off corn rows and in dropping corn. Records of lettuce sales; estimation of value. [Continued from fall term.]

*Picture Study and Drawing*—Study "The Sower," by Millet. Pose drawings of children raking and hoeing.

*Music*—Teach the following rote songs: "The Farmer" (21); "Clovers" (24).

*Games*—Review of games listed under *Fall Planting*.

#### OTHER LANDS

*Geography*—Through the children's interest in the question *From Where Does My Food Come?* they are led to discover that many foods come from far-away lands, and other parts of our country than Virginia. Chamberlain's *How We Are Fed* is the basis for organization of subject matter. This text is placed in the hands of the children as supplementary reading following the class discussions. *How Bananas, Oranges, Cocoanuts, and Dates Grow; A Cup of Tea, of Coffee, of Cocoa; Where Sugar, Salt, Pepper, and Rice Come From, and How Our Meat Is Supplied*, are the chief topics studied. Climatic conditions and how the people live in the



parts of the world where these foods grow are a part of the study.

*Language*—Exercises in sentence organization; dictation, and simple written stories in connection with the study of fruits. Spelling words needed in the writing of these exercises.

## OUR CLOTHING

### WOOL (SHEEP RAISING)

*Industrial Work*—Examination of cloth to see how and of what made. Study wool: Wash, tease, card, and spin. In spinning develop use of spindle, whorl, and distaff. Develop and construct a crude loom of four sticks fastened in the form of a rectangle. Weave doll rugs. Make a sample chart showing various kinds of cloth. Sand table representation of a shepherd encampment. Model sheep from clay; build a corral of stones; make tents of cardboard or of cloth. Reference: Chamberlain's *How We Are Clothed*.

*Excursion*—To see sheep grazing and sheep-shearing.

*Picture Study and Drawing*—Study pictures of various people spinning by hand. Study Lerolle's "The Shepherdess" and Mauve's "Spring." Make landscape scene of shepherd and sheep. Color landscape with board crayons; cut shepherd and sheep from paper and paste on picture. Design rugs; two colors; line and spot patterns.

*Elementary Science*—Adaptation of sheep to the needs of man. Make a chart showing various uses of the sheep.

*History and Geography*—(Taught in the geography period.) Study of early shepherd life. Abraham as a type. Mode of living, travel, religion, and government. Sheep ranching in the West. Conception of the western plains and their adaptation to sheep raising. Mode of grazing; mode of shearing, and shipping wool. See "On a Sheep Ranch" in Chamberlain's *How We are Clothed*.

*Reading*—Children read the following stories: "The Great Chief," and "The Shepherd Boy Who Became King," from (103); "Narcissus," and "The Shepherd Boy and the Wolf," from (61 d).

*Literature*—An interpretation of Knight's *The Song of Our Syrian Guest*. Memorize the Twenty-Third Psalm. Memorize the following poems: "Clouds" (51); "The Boy

and the Sheep" (61 d). Tell the story of "Arachne, the Spinner" (110).

*Language*—Oral reproduction of the story of "Arachne." Written reproduction of the story, "The Shepherd Boy and the Wolf." Written records, sentence dictation, telling the story of "How Cloth Is Made." Spelling words related to various topics of the center of interest.

*Music*—The following rote song: "A Spinning Song" (19).

*Game*—"Weaving Game" (25 a).

### COTTON

*Industrial Work*—Plant a small patch of cotton, using an early variety which will mature before frost. Study seeds, plant, blossom, and boll more in the sense of intellectual curiosity. The crop is gathered in the beginning of the fall term of Grade IV, where a study is made of cotton fibre and cotton manufactures.

*Literature*—Tell the following story: "Polly Flinder's Apron" (52 d).

### SPECIAL DAYS

#### HALLOWE'EN

*Language*—Conversation lesson recalling to children the approaching festival and securing from them suggestions for appropriate room decorations to be used at their party. After the party, writing letters to some friend or relative describing their good time at the party. This furnishes a means for giving drill in correct letter forms as well as ease and freedom of expression in oral language. Spelling words connected with writing letters.

*Music*—Rote songs: "Jack-o'-lantern Pumpkin Head" (17), "I Found a Yellow Pumpkin" (42).

*Literature*—Poem, "Ghost Fairies," Sherman's *Little Folk Lyrics*, memorized; the story of "Brownie and the Cook," from *American School Readers*, No. III, or *Carroll and Brooks Readers*, No. IV, told to class and reproduced orally. A re-use at the party of Grimm's "The Shoemaker and the Elves," and a telling of the story of "Queen Zixie of Ix," in *St. Nicholas*, beginning November, 1904.

*Readings*—The following stories are read by the class: "The Brownie of Blednock," "The Fairy Shoes," and "The Brownies," from *The Elson Primary Readers*, No. III.

*Industrial Work*—The cutting of Jack-o'-lanterns from pumpkins. Entire freedom and originality are allowed children.

*Party*—The schoolroom is lighted by the Jack-o'-lanterns. Stories are told by teachers and children of good brownies and fairies. Games are played, such as "Blind Man's Buff," "Bobbing for Apples," and making "Shadow Pictures." Games may be found in Bancroft's *Games for the Playground, Home, School, and the Gymnasium*, and in Johnson's *Education by Games*. For list of stories, see Literature and Reading.

### THANKSGIVING

*Language*—Talks about why Thanksgiving is observed and how we may show our thanksgiving. The copying of Thanksgiving poems to be bound into a booklet for practice in copying poetry. Study of words connected with Thanksgiving work.

*Literature*—Memorizing two or more of the following selections: Psalm LXV, 11-13, "Thanksgiving Joys," George's *Primary Plan Book*; "Thanksgiving," page 102, *School Year Book*, No. III; Emerson's "Father in Heaven, We Thank Thee"; Kate D. Wiggins's story of "The First Thanksgiving," told to the children.

*Industrial Work*—The story of "The First Thanksgiving" reproduced on the sand table. Covers made for the Thanksgiving booklet, giving practice in measuring and skill in folding and cutting.

*Drawing*—Designing cover for booklet. Suggestive work; the cutting or painting of fruits, and studying out a border arrangement or a fruit that may be used as a central decoration.

*Reading*—The story of "Little Pumpkin's Thanksgiving," from *Elson's Primary Readers*, read by the class.

*Music*—Teaching the following rote songs: "We Thank Thee" (42), "Pop-corn Song" (42), "Patriotic Hymn" (24), "Thanksgiving" (38 b).

*Games*—"Harvest Festival" (45).

## CHRISTMAS.

*Language*—Conversation with children allowing them to tell what Christmas means to them and from this leading up to what Christmas should mean in the true sense. A written reproduction of the story of "The Wise Men" to be bound in the Christmas booklet. Copying of poems and mottoes for same purpose. Writing original letters to friends telling "What We Did in School at Christmas" and "What Santa Claus Brought Me." Writing invitations to parents for Christmas program. Spelling words connected with gift-making, written work, arithmetic, and songs.

*Literature*—Nora Smith's "Christmas Story" and Eugene Field's poem, "Why?" re-used from previous grades. Sherman's poems, "Bells of Christmas," and "A Real Santa Claus," from *Little Folk Lyrics*, are memorized. Stories of the Christ Child taken from Proudfoot's *Child's Christ Tales*, read to the children. Bible readings of the Nativity. Story of the Wise Men compiled from various sources and adapted. References: The Bible; Van Dyke's *The Other Wise Man*; *Ladies' Home Journal* for December, 1910; Wallace's *Ben Hur, a Tale of the Christ*.

*Art and Drawing*—Study of pictures of madonnas and the Wise Men; tinting designs on Christmas cards and booklet cover that are already outlined; originating on squared paper straight line stencil designs for lamp mats; decorating candy boxes, using the holly berry and straight line motif.

*Industrial Work*—Paper cutting illustration of the story of the Wise Men; the binding of written work into booklet; making lamp mat gift from linen, stamping in the stencil design with easy dyes and outlining with chain stitch; making calendars, candy boxes, and paper files for gifts. This work gives practice in measuring and skill in manipulation of tools and materials.

*Geography*—General idea of Palestine in the time of Christ and now.

*Reading*—Eugene Field's poem, "A Christmas Wish"; Sherman's poem, "A Real Santa Claus," and the stories, "Gretchen's Christmas," "The Fir Tree," and "The Little Match Seller," are read from the grade readers, *Elson Primary Readers*, No. III, *Riverside Readers*, and Baker and Carpenter's *Language Readers*, No. III.

*Arithmetic*—The setting up of a toy shop and buying and selling toys, using the addition, subtraction, and multiplication processes.

*Music*—Teaching the following rote songs: L. H. Redner's "O Little Town of Bethlehem," verses one and two (43), "Christmas Carol" (19), "Christmas Star" (35), "Christmas Secrets" (20), "A Wonderful Tree," verses one three, and five (15).

*Games*—"Twining the Wreath" (25 b), "Christmas Wreath" (25 a), "Christmas Festival" (45).

#### LEE'S AND JACKSON'S BIRTHDAYS

*Language*—Brief talks giving in story form such accounts of the lives of these two great heroes as the children can understand and appreciate. Simple written exercises in question and answer form based upon the above stories.

*Music*—The following rote song is taught: "The Passing Soldiers" (38 a).

*Game*—"Soldier Boys' Drill" (42). Boys are dressed in cambric costumes of the Confederate gray and carry Confederate flags.

#### ST. VALENTINE'S DAY

*Literature*—The story of St. Valentine from George's *Primary Plan Book*, told to the children and reproduced. "Big Brother's Valentine," found in Bailey's *For the Children's Hour*, or *Carroll and Brooks Readers*, No. III, read to class for enjoyment.

*Language*—The copying of the story of St. Valentine in letter form to be sent as a valentine to the children's mothers. The selection and copying of verses for valentines. Study of words describing pretty valentines.

*Music*—Teaching the following rote songs: "Valentines" (20), "My Valentine" (21), "The Postman" (20).

*Industrial Work*—Free-hand cutting of valentines from cardboard and paper.

*Drawing*—Painting valentines.

*Games*—Playing of "Meeting and Greeting" (25 b), changing the word partner to valentine.

## WASHINGTON'S BIRTHDAY

*Language*—Conversation lessons with children, having them tell why it is that we observe February the twenty-second as a special day. Stories of Washington learned in Grades I and II are reproduced orally, and corrections made of any errors of facts. Further interest in Washington is aroused through additional stories, as listed under reading. These stories are also reproduced. The story of "Our Flag," re-used from Grade I and reproduced in written form. Study of patriotic words, and words needed in connection with writing story of "Our Flag." References: *Year Books* I, II, and III, and the February number of the *Primary Plan Books*, as published by A. Flanagan Company, Chicago; *Educational Bulletin XIII*, published by the State Department of Education, Raleigh, North Carolina; the *Primary Month by Month Books*, published by A. S. Barnes & Co., New York, and the current school magazines.

*Reading*—The following stories are read to class by individual members: "Washington and the Cabbage Bed," "Washington and the Colt," "Washington and the Bully," each from *American School Readers*, No. III; "A Story of Washington's Boyhood," from *Riverside Readers*, No. III; "The Little Cook," from *Elson Primary Readers*, No. II; "Nahum Prince," from *Carroll and Brooks Readers*, No. III.

*Industrial Work*—Cutting paper flag design for booklet cover. Mounting in chart form pictures of Washington and Mount Vernon.

*Music*—Teaching the following rote songs: "There Are Many Flags in Many Lands" (42), "Our Flag" (19), "Salute to the Flag" (20), "America," verses one and two (38 a), (40 a).

*Games*—Formal marching with salutes.

## EASTER

*Language*—Relating the observances to the renewal of life in trees, flowers, grasses, and insect life. Recalling the observances of nature in the fall and winter. Tell the story of Christ to the Ascension. Give Bible readings from the story of the resurrection. Have children commit to memory appropriate Easter verses. Copying of the song-poem, "At Easter Time," for practice in the use of quotation marks and capi-

talization. Spelling words connected with Easter interests.

*Drawing*—Tinting of Easter cards that are already designed.

*Literature*—Story of "Herr Oster Hase," in Bailey's *For the Children's Hour*, told to children and reproduced orally.

*Music*—Teaching the following rote songs: "At Easter Time" (15), and "Easter Song" (19).

## SEASONS

### FALL

*Nature Study*—Recognition of common fall and late summer flowers, wild and cultivated. Different methods of seed dissemination noted and recorded in chart form. Trees studied from standpoint of leaf identification. Migration of birds observed and a list made of the permanent residents. Rooting cuttings of geraniums, begonias, and Wandering Jew for window-box. Planting of narcissus, crocus, and tulip bulbs in flower-beds. Good and unfavorable soils studied in connection with this plant growth. Formation of frost studied. Metamorphosis of insects, an interest commenced in the lower grades, is encouraged among pupils by giving them a special table where they may keep their individual collections. No class time is given to this study, but children before school are given such help as they may need.

*Drawing*—Color notes of flowers, grasses, seed pods, and autumn leaves are made for purpose of aiding in recognition of specimens, and for teaching color. Medium used: crayola. Coloring of autumn landscapes, cut from drawing books. Medium used: crayola.

*Industrial Work*—Weeding the vegetable and farm patches. Pressing leaves. Making envelopes for preserving seeds. Making from construction papers various booklets for holding specimens of class work. Advancement over Grades I and II that of binding covers with strips of cloth.

*Geography*—Weather chart kept upon board by teacher. Children give reports of their observations. Sun changes at equinox; length of noon shadow and height of sun; length of day and night records.

*Literature*—The following poems are read to children for appreciation: Sherman's "Golden Rod" (51); Coolidge's

"How the Leaves Came Down" (56, 59 d). Following stories are told to children for their ethical value: "Clytie" (63); "Golden Rod and Aster" (63, 107); "Little Golden Rod" (107); "The Story of the Seed-Down," from *The Hawthorne Readers*, No. 3, of the series *From Many Lands*. The following stories are read to children as a means of enriching their interests in nature study: "Seedlings on the Wing" (107); "The Little Brown Seed" (107); "The Little Maple Leaves" (107). NOTE: A similar collection of stories can be found in series numbered (55).

*Language*—Conversation lessons in connection with all topics, in which children plan their work and relate their experiences. Written stories upon such topics as "How the Seeds Travel," "Why the Birds Leave Us," "How We Planted our Window-Box." Lists of words kept in connection with all phases of seasonal interests. Special drills upon all words needed in written language.

*Music*—Teach the following rote songs: "Grasshopper Green" (15); "Ripened Leaves" (24); "November's Party" (42); "Jack Frost" (19).

*Games*—See list under *Grade III Centers of Interest, Farming, and Special Days* for the season.

### WINTER

*Nature Study*—Formation of rain, hail, sleet, and snow studied. The service of snow is especially noted. Twigs of red and sugar maple, oak, elm, apple, peach, pear, plum, tulip, beech, poplar, and sycamore trees recognized; year's growth measured and rate compared. Force budding twigs in house and study buds as plant storehouses. Birds' nests collected and identified where possible, and trees noted in which most nests are found. Recognition and simple study of evergreens at Christmas time.

*Drawing*—Posters of winter scenes illustrative of children's experiences, such as coasting and snow balling. Drawings of twigs and buds in connection with forced window growth. Landscape drawings of different kinds of days.

*Industrial Work*—Transplanting lettuce (*See Grade III Center of Interest, Farming*). Care and protection of lettuce bed studied. For additional work see other *Grade III Centers of Interest* for the season.



*Geography*—Weather records kept as in fall. Sun changes at winter solstices; length of noon shadow and height of sun; length of day and night records.

*Literature*—The following poems are studied and memorized: Geo. Cooper's "A Wonderful Weaver" (56); Sherman's "The Snow Weaver" (51). The following stories are told to children: "The Vapor Family" (107); "What Broke the China Pitcher" (107, 71, 67).

*Language*—See *Special Days* observed in winter by Grade III.

*Reading*—The following stories and poems are read by children: "Why the Evergreens Do Not Lose Their Leaves" (106); "The North Wind" (61 d); "The Twelve Months" (88 d).

*Music*—Teach the following rote songs: "Sleighting Song" (40 a); "Mother Holly" (21).

*Games*—See list under *Grade III Centers of Interest, Play, and Special Days* for the season.

## SPRING

*Nature Study*—Tree calendar kept to show dates of appearance of leaf and blossom. Spring flowers, wild and cultivated, recognized and record kept to show date of their appearance. Return of birds noted, listing those that remain as permanent summer residents. The ways in which the wind serves us, connecting work with weather records and definitely fixing how to name direction of winds.

*Drawing*—Color notes and drawings of spring flowers, grasses and sedges. Mediums used: crayola, pencil, and brush. Decorating covers for booklet of "Spring Work"; design based on some flower or leaf study. Pose drawings illustrating garden work and children's outdoor games.

*Industrial Work*—Spring planting. (See *Grade III Center of Interest, Farming.*) Various booklets for school needs made as in fall term. Making of kites, using a frame of wood.

*Geography*—Continuation of work as listed under *Fall and Winter*.

*Literature*—The following poems are read to children for appreciation: Emily Dickinson's "A Day" (102 d); Eugene

Field's "The Night Wind" (52 d); Sherman's "The Shadow" (51); Sherman's "Vacation Song" (88 d). The following poems are memorized: Rand's "Great, Wide, Beautiful, Wonderful World" (88 d, 56); Aldrich's "Marjorie's Almanac" (56); Coelridge's "Prayer" (59 d); Hogg's "A Boy's Song" (56, 59 d). Howilston's story of "Fish or Frogs" (107) is read to children for enjoyment.

*Language*—Conversation in which children give reports upon their observation assignments in Nature Study. Written stories and dictation exercises based upon interests of season. Copying of spring poems. Listing words learned in connection with nature study topics. Special drill upon all words needed in written language.

*Reading*—The following stories and poems are read from grade readers (61 d and 59 d): "The Birds of Killingworth"; "The Conceited Apple Branch"; "The Pea Blossom"; "The Legend of the Pansies"; "The Ugly Duckling"; Stevenson's "The Wind"; Rossetti's "The Wind"; Wordsworth's "March"; Clara Smith's "Jack in the Pulpit"; Sherman's "Daisies."

*Music*—Teach the following rote songs: "The Owl" (19); "What the Robin Sings" (40 a); "The Woodpecker" (40 a); "Pussy Willow" (42); "Rain Concert" (42); "The Alder by the Brook" (15); "May Time" (40 a); "The Swing" (144).

*Games*—"Swiss May Dance" (25 b); "Cornish May Dance" (25 b). For additional games see list under *Grade III Center of Interest, Play*, and under *May Day* celebration.

## STORY LIFE

*Literature*—Stories told children: "Baucis and Philemon" or "The Miraculous Pitcher" (59 e, 71 d, 109); "Rumpelstiltskin" (71 e); "The Golden Bird" (86 d, 112); "Sinbad the Sailor" (101 b); "Ali Baba or the Forty Thieves" (86 d, 101 b); "King of the Golden River" (50 f, 59 e, 101 c); "Grace Darling" (105, 92 d); "Story of Joseph" (103, 50 d); "Blunder" (75 d, 50 d); "Lad Who Went to the North Wind" (52 d, 92 d); "Bell of Atri," "The King and His Hawk," "Maxmillan and the Goose Boy," "Three Men of Gotham," "Wise Men of Gotham," each from (105); "Legend of the Rat Tower of Bingen" (147); Adaptation

of "Lobo" from Ernest Thompson-Seton's *Wild Animals I Have Known*.

*Books read to children:* Thomas Nelson Page's *Tommy Trof's Visit to Santa Claus*; Frances Hodgson Burnett's *Little Lord Fauntleroy*; Selections from Joel Chandler Harris's *Uncle Remus*.

*Poems*—"Wynken, Blynken and Nod" (56, 50 d, 59 d); "The Shut-Eye Train" (59 d); "The Rock-a-Bye Lady" (52 c); "Seein' Things at Night," Riley; "Which Loved Best?" (108).

*Reading*—The following stories are read by the children, and are found in the reading texts listed for the grade: "Dick Whittington and His Cat" (61 d, 50 d, 105); "Hans Who Made the Princess Laugh" (88 d); "Sleeping Beauty" (88 d, 71 d, 92 d); "Beauty and the Beast" (61 d, 88 d); "Aladdin and His Wonderful Lamp" (59 d, 86 d, 92 d); "The Enchanted Horse" (59 d); "The Bear and the Troll," "The Wonderful Mirror," "The Fisher Boy, Urashima," each from (61 d); Lida McMurry's "Robinson Crusoe."

*Language*—Reproduction of stories orally. Dramatization of the stories of "Joseph," "The Bear and the Troll," "Lad Who Went to the North Wind," "Hans Who Made the Princess Laugh." Memorizing poems: "Wynken, Blynken and Nod," and "Which Loved Best?"

*Industrial Work*—Sand table representation of the story of Robinson Crusoe: island, shipwreck, raft, hut, house, boats, utensils, weapons, tools, food, clothing, pets, etc. As far as practicable the children work only with primitive materials, and are led to study and plan for themselves.

*Music*—In connection with the study of the lullaby poems of Eugene Field, as listed under literature, the following rote songs are learned: "Wynken, Blynken and Nod" (143); "Shut-Eye Train" (42, sheet music); "November Lullaby" (42).

## PLAY

*Physical Education*—*Folk Dances and Singing Games:* "Carrousel," "I See You," "Tailors' Dance," "Washing the Clothes," "Grandma's Old Sparrow," each from (47); "Dance, Dear Partner Mine," "Skip to Ma Lou," "Klapp Danzen," "Going Walking," each from (25 b); "Looby Loo," "The Duke and the Castle," each from (25 a); "The

Chimes of Dunkirk," "Children's Polka," "Bleking," "German Clap Dance," each from (118); "Dornröschen" (148). *Games of Tag, Chase, and Relay Games*: "Tom, Tom, the Piper's Son," "Squirrel in Trees," "Last Couple Out," "Dodge Ball," "Bird Catcher," "Cat and Mouse," "Chase the Rabbit," "The Miller Is Without," "Tag the Wall Relay," "Passing Relays with Bean Bags," "Flag Relay." References: (45, 46, 149). *Rhythmic games*: "Bouncing the Ball," "Wind-mill," "The Swing," and imitating garden activities (45). In addition to the above much play and fun are derived from the games and dances as listed under other grade centers of interest.

*Arithmetic*—Drill in the multiplication, addition, and subtraction tables can be made less formal and therefore more interesting by playing games involving the keeping of score. The following games have been very helpful: "Bean Bag," "Ring Toss," "Changing Places," "Playing Fireman," "Simon Says Thumbs Up," "Target Shooting," "Going to Richmond," "Guessing Games," "Playing Store," "Merry-Go-Round," "Card and Table Games." For directions see (149) and (150).

*Language, Reading, Spelling*—Telling original imaginary stories; dramatization of stories heard or read; dramatic readings; asking riddles; various spelling matches and contests; games affording drill in correct usage. Texts numbered (149) and (151) will be found very helpful in planning work.

### SCHOOL NEEDS

*Industrial Work*—Covers for spelling booklets, arithmetic tables, and envelopes for report cards. Bags for rubbers; name tags for individual hooks in cloak closets, and pen wipers.

*Arithmetic*—Measurements for dimensions of book covers and other pieces of work mentioned above. Markings of ruler are one inch, half inch, and quarter inch.

*Drawing*—Decoration and lettering of book covers.

NOTE.—The above is illustrative of the types of objective work included under the head of school needs. *Special drills* in phonics and spelling, arithmetic tables and processes, and penmanship are provided whenever occasion demands.

# INTERMEDIATE GROUP

GRADES IV, V, VI. AGES ABOUT 9½ TO 12½

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## SIGNIFICANT INSTINCTS AND CAPACITIES AND THEIR DEVELOPMENT

[See note under KINDERGARTEN, p. 21.]

The period provided for in the Intermediate group is one of intense activity, mental and physical, characterized by quickness of response and lack of control. The children at this age are not reflective, nor have they many distinctly mental interests until near the end of the period. In planning the course for these grades the aim is to utilize the strong tendencies, particularly the great acquisitive and inquisitive capacities and the quick responses, by giving a large amount of rich material and much opportunity for practice in order to develop accuracy, as well as to give definite information.

*Physical Activity*—This tendency is at its height with the dominant characteristics noted above. The school aims (1) to refine motor expression by enriching experience and giving practice in expressing it through language, construction, music, and art; (2) to promote general health and gracefulness by means of formal physical drill, folk dances, and outdoor games; (3) to add interest to school life and to arouse permanent interest in outdoor recreation, through athletic games and employment of physical activity in school work.

*Capacity for Acquiring Skill and Habit Formation*—In connection with these capacities, which are specially characteristic of the first two years of the period, the aim is, by directed practice (1) to have the children acquire a reasonable skill in those activities which every one needs, as use of language, writing, singing, number processes, use of books, study, simple art and composition; (2) to make habitual in present life situations those things which need to be reduced to habit in order to promote efficiency.

*The Direction of Activity Toward Practical Concrete Ends*—This tendency limits the scope rather than the intensity of children's activity. They investigate in connection with concrete situations, for ends which, to them, are practical; they imagine largely to picture real experience; they remem-

ber their own experiences, or those vividly pictured; they still reason objectively and comprehend general and abstract truths mainly when presented and applied to concrete situations. They do things for definite purposes and for comparatively immediate ends. The school aims (1) to increase their control of concrete ideas and to promote growth in information, imagination, reasoning, and ethical judgment by providing concrete rather than abstract material for use in these grades; (2) to make the children purposeful, to have them habitually direct their doing towards definite ends by providing uses for knowledge and skill and by making both knowledge and skill adequate for use by instruction in connection with their experience, observation, and historical study; (3) to teach, as needed, what are some ends in life that are worth while. The school also utilizes this practical tendency to add interest to drill and drudgery by providing practical ends as motives.

*The Social Instinct*—This instinct is not found in this group to the extent to which it appears in the next period, being limited largely to group consciousness and manifesting itself in a desire to go with the gang and in regard for public sentiment, interest in organized group activities and capacity for seeing humorous situations. The school aims: (1) to extend group experience and to broaden the social consciousness by team work, class enterprises, and by the study and representation of the activities of larger groups; (2) to elevate the public sentiment of the class by tactful instruction in concrete cases as needed; (3) to awaken an ideal of due regard for public sentiment and to prevent subordination of self-respect to gang approval by encouraging class approval on a high plane; (4) to develop initiative, leadership, coöperation, and self-reliance by holding the class responsible, so far as practicable, for initiating and carrying out class and playground projects; (5) to make habitual the social virtues and simple requirements of polite society by requiring the practice of them; (6) to prevent, as far as possible, the development of self-consciousness by having the children, as a matter of school custom, continue to take part in dramatization and programs, and by avoiding calling attention to individuals. A good laugh at real fun is encouraged and an abundance of wholesome humor is provided in the effort to inhibit a tendency to coarse fun.

*Competition*—This tendency continues strong, but frequently manifests itself in group rivalry and can easily be made to take the form of competition against one's own past achievement. The aim is to establish an ideal of legitimate competition, to eliminate, as much as possible, personal satisfaction on the low plane of having outstripped another competitor by requiring fairness in contests and appreciation of all worthy effort. The play instinct is here a most valuable asset in furthering these purposes.

*Emotional Capacity*—This factor, while not strong in this group, is present, and the school aims to promote the normal development of the children's emotional life by study of literature, historical stories, music, pictures which are rich in human interest and feeling.

## GRADE IV

### DISTINCTIVE CHARACTERISTICS AND THE CENTERS OF INTEREST

The children of Grade IV are emerging from the period where the impulse for physical activity for its own sake and interest in novelty are dominant motives, these being gradually replaced by interest in *ends*. This interest often carries them over much practice, drill, or experiment with processes and materials which would otherwise be dull routine. Team work appeals to them and is used as a basis for group study; story telling in history, dramatization, and reading to other groups are enjoyed. Competition is encouraged, but chiefly between these groups or teams, and coöperation is considered the basis for individual work within the group.

The interest in people and processes, increasing with wider reading and more definite ends in view for activities, is the foundation for beginning our geography—the industrial features of countries and the lives of people there, from the standpoint of *what they do*, and *why* are emphasized.

The capacities for drill and for rote memory are utilized in fixing the basal facts in the fundamentals of English and numbers. Speed and accuracy in responses are ends definitely sought by the teacher, and the children's interest in their own progress—in making their own record better, is a strong motive for work on their part.

Reasoning, to be enjoyed, must be in relation to concrete situations which appeal to the children as important.

There is much need and opportunity for development of the imagination—the ethical and æsthetic significance of the subject matter selected is most important in the literature, music and art.

The children now get much of real life from their study of historical situations. The story interest of the primary grades has added to its requirements the demand of the ten-year-old to know just *when* and *where* the fact occurred, hence this is *the* place to begin the study of history, taking it, of course, from the personal side—the study of the deeds of men of action rather than thought. The lives of the early Greeks and Romans furnish rich material for this work, and interest in what people to-day *do* is the basal factor in our selection and treatment of geographical facts taught in this grade. The centers of interest are:

- I. The World We Live In.
  - 1. People To-day.
  - 2. People Long Ago.
- II. Special Days.
- III. Seasons.
- IV. Story Life.
- V. Play.
- VI. School and Individual Needs.

#### SUBJECT MATTER SELECTED AND ORGANIZED ACCORDING TO CENTERS OF INTEREST

##### THE WORLD WE LIVE IN

*Geography*—(People of to-day). The home geography of Grade III, study of the local home and industrial life, and of Eskimo and tropical homes in the primary grades furnish the background for the introductory chapters of the text-book from which the children must now learn to get information concerning geographical facts beyond the range of their own observation and experimental demonstration in the classroom. The interesting accounts given are in a measure familiar, but through reading them a vocabulary is acquired without which the descriptive text of geography would be unintelligible to the children. Map reading is a fascinating preparation for planning a journey to see other lands. This involves points



of the compass, zones, and larger land and water divisions on the globe; later, the journey begun involves visits to the most interesting countries on each continent—the countries being chosen with reference to their contributions to the everyday life of the children. The text-book, with its pictures, descriptions to be read, and maps to study, is the guide-book as they go in imagination to Brazil and France and Italy and China and Japan—a few points generally taken up are illustrated in the list below.

After a general study of the position of North America on the globe, and location of the places with which members of the class are personally acquainted, trips are planned north to Canada and south to Mexico and the West Indies, the one chosen first depending upon class interest. Current events led the class to take Mexico first in 1914. The direction in which we must travel, the length of the journey, in time, whether by rail or by boat, what clothing we shall need, what we may expect to have to eat, the homes we shall see, what the people will be doing, the mountains and rivers to be crossed, and many other interesting points about the trip are found by study of the maps, pictures, text, and globe (for climatic conditions).

When North America has been visited in this way, we start to the nearest continent, South America. Whether we decide to visit Brazil because we want to find out about the country where rubber and coffee and chocolate are produced, or Chile, because of the fact that we can go through the Panama Canal and follow one of our friends who recently went to Chile for a two-years' visit, is decided by the class. When we once get to South America, the class divides into parties and visits different countries, reporting to the others what they saw and how the journey was made and other points noted above or suggested by the text-book. Europe, approached through the country most interesting, perhaps Italy, because leghorn hats and macaroni are products of the industry of Italians, or France because of its silks, laces, and poreclains, or it may be that the stories of Norse heroes or the voyages of friends may take us first to northern Europe; once there, the class is divided into groups to report on various countries as in the study of South America.

China and Japan, through their contributions of fireworks and paper articles and porcelain, usually introduce us to Asia,

and by the time we are ready for Africa the wild animals and the scanty information already gathered about lands where few white people live are sufficiently stimulating motives for study.

Australia, with its queer animals and cities like our own and "the antipodes," is always fascinating, and the several interesting routes by which we may travel there usually divide the class into parties before this continent is reached.

*History*—(People long ago). Greece and Rome are chosen for this study because they furnish the best basis for comparisons of life long ago with life as children know it to-day. Some points of contact are found through the contributions of these ancient people such as designs for decoration of books, costumes, buildings, etc. (Greeks), and road-building methods (Romans). Emphasis is placed more upon the bravery, honor, and strength of the heroes rather than on the factual elements of time and place, though these latter give the history interest to the stories studied. In reading about such characters as Solon and Pericles, Demosthenes and Alexander, Fabius and Pompey and Cæsar, the children really gain much interest in the natural life in which these men took part, but the aim of the work is to give the children a liking for history rather than to have them acquire any definite set of historical facts.

*Language*—Preparation for debates and dramatization—written topical outlines and oral practice of speeches from outlines. Description in letter form of imaginary visits to cities or countries studied about in history or geography class.

*Music*—(See *Story Life*, p. 92.) Selections from text based upon folk melodies; these are frequently given as technical work, the melody rather than the content being significant in its relation to this center.

*Industrial Work*—A Roman house—problem in box and cardboard construction. Properties for Greek plays—costumes, shields, swords.

*Drawing*—Greek designs for decoration of book covers or costumes. Plan and decoration of floors and walls of a Roman house.

## SPECIAL DAYS

## HALLOWE'EN

*Drawing*—Free-hand cutting of symbols for decoration of post-cards and blackboard borders; the selection of appropriate colors and units for the purpose is the main problem involved, as most of those used have become familiar to the children in one or the other lower grades.

*Music*—Song, "Hallowe'en" (38 a), taught by rote, suggestive in word and musical phrasing of the spirit of fun and frolic in the home or social gathering. The decorations and song are the children's contribution towards entertainment at an informal grade "party," where "bobbing" for apples and funny "fortunes" are tried by everybody.

## THANKSGIVING

*Industrial Work*—Making of simple caps, collars, cuffs, etc., of paper or stiff cambric, for costumes to be worn in a tableau; the problem involved is cutting from a pattern. Booklet for story and arithmetic work done in connection with the day.

*Reading*—"The First Thanksgiving Day" (72). Stories of colonial life from books in the Juvenile Library, especially "Mary of Plymouth," Otis series. A good story to give the picture of everyday home life in early New England as it looked to a child; suited to the practical attitude of ten-year-old children.

*Music*—"The Turkey's Drumstick" (44). Review of favorite songs learned in previous grades. "A Child's Thanksgiving" and "For Peace and for Plenty" are usually sung.

*Drawing*—Design for Thanksgiving menu card or for booklet cover. This is usually a problem in coloring a simple line drawing which has been traced by the teacher, the subject chosen by the children, being suggested by the stories they have read.

*Language*—Selection of a phase of the Thanksgiving story to be given as a tableau; simple written description of the scene which they wish to picture in the tableau, from outline suggested in class, or letter describing the "play" given by Grade V or VI. This involves one conversation lesson, in which the outline is made, and practice in paragraph writing.

*Physical Education*—“Vineyard Dance” (Crampton), “Harvest Dance” (Burchenal), usually given at the time of the presentation in the Assembly of the Thanksgiving program prepared by Grade V or VI.

*Bible*—Story of the harvests in Egypt from the story of Joseph. Review of Psalms LXVII, C, CXVII.

*Arithmetic*—Finding the cost of supplies for a Thanksgiving dinner menu; quantities and prices listed for class by committees from class, involving multiplication by more than one figure, rapid addition drill, making out of orders and bills.

### CHRISTMAS

*Bible*—Story of the Nativity from St. Luke and St. Matthew. Read by children.

*History*—The Roman conquest of Greece as noted in “*Tales of the Greeks*” is made the basis for explanation of the taxation—census-taking—mentioned in the Bible story.

*Music*—“The Christmas Tree” (40 a), “Christmas Carol” (40 b), “Christmas Star” (35), “Christmas Joys” (20), “The Wonderful Tree” (15), “O Little Town of Bethlehem,” “Father Christmas” (40 b).

*Reading*—Christmas stories in texts. Stories from juvenile magazines.

*Industrial Arts*—Making of calendars, and desk or memorandum pads for gifts; decorations chosen from fourth year fall and winter work as outlined in the Seigmiller Course. Decorations for class Christmas tree.

*Drawing*—Cards for Christmas greetings, designs as noted above.

*Physical Education*—“Minuet” (45), Newton. Used as part of general Christmas exercises in the auditorium.

*Language*—Christmas carols and poems from Hazard’s *Three Years With the Poets* reviewed and memorized. Most of these have been learned in previous grades. Dramatization of story chosen by class from reading. (This is done in case the class does not present a Greek story in dramatic form earlier in the term.) The story selected is first outlined in the language class, the most interesting “pictures” or incidents are chosen, what characters appear in each, and what conversation and action will best tell the story to the audience.

are discussed. The scenes decided upon are orally summarized and the class chooses a committee to "work up" each scene. When written, these are read to the class and criticisms given, the entire play being written, the actors are chosen, costumes, if needed, are planned, and rehearsals begun with constant reference to presenting the story by picture, action, and voice so that it shall give pleasure to others.

#### LEE'S AND JACKSON'S BIRTHDAYS

*Language*—Stories of Lee and Jackson as soldiers and generals. (Mrs. Jackson's *Life of Lee* and *Life of Jackson* as teacher's reference.) Comparison with Greek and Roman generals.

#### ST. VALENTINE'S DAY

*Industrial Arts and Drawing*—Valentines designed and decorated. Children bring many designs which they collect, lessons in selection of artistic and appropriate models to be used in class. The Fourth Grade specializes in "wall-paper valentines."

*Language*—Selection of sentiments for messages; original couplets made.

*Music*—"February" (24).

#### WASHINGTON'S BIRTHDAY

*Music*—"Washington Song" (26), "Flag Song" (40 b).

*Reading*—"Our Hero of Heroes," from *Stories of Good Old Times*, by Cleveland; read or told to the children; "A Glimpse of Washington" (71 e).

*Language*—Topical outlines of stories as above, a child chosen by the class to tell each part in the Washington's Birthday program, which is usually quite informally given to a few invited guests in the grade-room.

#### \*EASTER

*Music*—Carol, "Easter Voices" (39 b). Review of Easter and spring songs learned in lower grades.

*Drawing*—The lily as an Easter emblem, studied and enjoyed, not always painted, but the class usually decides to use it for decoration of the cards of greeting which they make.

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\*For a typical Easter program as given by Grade IV, see page 287.

Blossoms, peach, japonica, or apple, are used also, if in season, as affording practice in matching tints in water-colors, and of study of growth and arrangement of blossoms. The problem of spacing and lettering is usually undertaken for the first time without a model, worked out on the blackboard, and rough plans made and submitted for criticism by class and teacher before deciding upon a standard arrangement of blossom and lettering.

*Reading*—"The Handful of Clay," Van Dyke (52 e).

*Language*—Story, "The Pattern Lily" (*Kindergarten Magazine*, April, 1903), or one from current juvenile or educational magazines.

The Easter and spring work of the grade sometimes culminates in a program for the Friday assembly, in which the most interesting and suitable parts of the regular work for the season are presented.

## SEASONS

### FALL

*Drawing*—Tree study, mass drawing in ink and charcoal. Landscape composition, with special attention to trees, singly and in groups. Water-colors used to show autumn coloring in landscape studies in drawing books, and in making color notes of coloring leaves, grasses and fall flowers.

*Industrial Work*—Clearing garden for fall planting; re-setting bulbs in borders; planting bulbs in water and in earth for indoor bloom. Preparation of seed-bed for lettuce. Sowing Essex rape for early salad.

*Elementary Science*—Life history of caterpillar based upon observations through several seasons in the lower grades. Identification of caterpillar by means of illustrations in books found in the library. Study of roadside weeds and means of destroying them. Signs of fall noted in a systematic way—in trees and other plants, in animals and birds—study of changes in each due to seasonal causes.

*Language*—Autumn excursions or garden work used as topic for class practice in oral and written composition; paragraph construction from topics chosen by the class. Life history of the caterpillar which the children have had the best opportunities to study in this and previous grades—practice in outline and paragraph construction—(See *Elementary Science*).

*Arithmetic*—Keeping account of garden supplies ordered.

*Music*—"Nature's Good Night" (17); "Hallowe'en" (38 b); Lullabies reviewed. (See previous grades.)

*Reading and Literature*—"Farewell to the Farm," Stevenson; "The Tree," Bjornnen; "The Night Wind," Field (52 d). These are used for reading and appreciation. (See *Story Life* for other literature which may be used.)

*Physical Education*—Games for the playground: "Prisoners' Base"; "Day and Night." Tag games and relay races for indoor and outdoor recreation. (See Johnson's *Education by Plays and Games*, pp. 165-167.)

## WINTER

*Drawing*—Winter landscapes and sports in chalk and colored crayon. Illustrations for verses describing indoor scenes, e. g.: a tea-table, or some of the utensils used in cooking or baking. Pose drawing of children dressed for play out-of-doors, pencil or mass drawing using brush and ink.

*Industrial Work*—Making canvas covers for lettuce bed, overhanding or running stitch; twisting cord for tying canvas to stakes; making stakes to hold canvas in place. Setting out lettuce plants from seed-bed.

*Arithmetic*—Measurements of lettuce bed, estimation of quantity of canvas needed, measuring lengths for cutting and sewing. Keeping account of cost.

*Elementary Science*—*Good Health*, by Gulick, used by class: Breathing, ventilation, dust, sleep, cleanliness of homes, clothing, food, person. Recognition of constellation of the Great Dipper in relation to North Star and cardinal points in geography.

*Music*—"The Snow Man" (40 b).

*Language*—Winter sports and weather as topics for diary keeping and letter to children in a far northern state. Practice in letter forms and in paragraph construction; much opportunity for enlarging the written vocabulary and need of spelling drill is evident.

*Reading and Literature*—"Snow," Mary Mapes Dodge (52 d); "The Frost," Gould (52 d); "An Eskimo Game," Schwatha (52 d); "The Lad Who Went to the North Wind," Dasent (52 d); "The Snow Image," Hawthorne; "How I

Discovered the North Pole," Church (52 d). (*These stories and poems are from the readers listed for the grade.*)

*Physical Education*—Indoor games: "Three Deep" (46); "The Carrousel" (47). Relay races and tag modified to suit indoor conditions when necessary (46).

### SPRING

*Elementary Science*—Bird study, returning and transient birds noted and added to list of permanent residents learned in third grade. Bird calendar kept; accuracy of description insisted upon as means of identification—size, color, behavior of bird kept in calendar record.

*Industrial Work*—Cultivation of lettuce, gathering rape and lettuce for sale. Preparation of soil and planting of summer vegetables, potatoes or tomatoes, and beets. Bird houses.

*Music*—"Spring's Coming" (40 b); "The Woodpecker" (reviewed); "Oriole's Nest Song" (40 b); "The Flower Song" (40 b); "The Wind Song" (40 a); May Day Music. (See *Special Days*).

*Drawing*—Landscape coloring, water-colors, to show time of day by light and shadow. Ink and pencil studies of plant forms. Simple designs from plant or flower study for black-board borders, or surface covering for booklet covers. Pose drawings of children at play.

*Language*—Spring games, garden work, and bird notes give abundant material for practice in written and oral composition.

Poems studied for the beauty of the figurative language: "Who Has Seen the Wind?" Rossetti; "Armenian Lullaby," Field (84); "Japanese Lullaby," Field (84).

Poem usually memorized. (See *Reading*.) "April Rain," Loveman.

*Reading and Literature*—"The Song Sparrow," Van Dyke (52 d); "The Blue Bird," Miller (52 d); "The Scarecrow," Thaxter (59 e); "When the Dogwood Blooms," Lounsberry (52 d); "The Arbutus," Mulet (52 d).

Frequently favorites that have been read to the children in the primary grades are read by the children themselves "at sight." Selections from Dallas Lore Sharpe's "The Spring of the Year" read to children.



*Arithmetic*—Marketing of lettuce and rape—calculation of profits or losses on the results of the garden to date.

### STORY LIFE

*Library and Story Hour*—Abbie Farwell Brown's "In the Days of the Giants"; Mabie's \*"Norse Myths"; Kingsley's "Greek Heroes," \*"Theseus," "Jason," "Androcles and the Lion" (105); Howard Pyle's "Men of Iron" and "Champions of the Round Table"; Otis's "Richard of Jamestown" and others of the same series; Carroll's \*"Alice in Wonderland" and \*"Through the Looking Glass"; Kipling's "Just So Stories," "Don Quixote" (70 e). The purpose of much of the reading done in story hour is to interest and acquaint the children with the stories which they may find and read for themselves in the Juvenile Library. Other Greek and Roman stories are to be found in the history for the grade: "Tales of the Greeks," "Tales of the Romans."

*Reading*—\*Selections from the above list found in textbooks used in the grade. Many of the poems are studied in both language and reading class. Mulock's "The Little Lame Prince." Poetry: Stevenson's "Travel" and other poems from "A Child's Garden of Verses" which children have had read to them or have memorized in the lower grades. Eugene Field's "The Night Wind" (52 d); "Norse Lullaby" (for study of figurative language) from "With Trumpet and Drum"; "Why Do Bells at Christmas Ring?" (52 d); Saxe's "The Blind Men and the Elephant" (52 d); Henry Van Dyke's "The Song Sparrow" (52 d); Mary Mapes Dodge's "Snow" (52 d); Trowbridge's "The Fox in the Well" (52 d); Alice Cary's "Three Bugs" (52 d); Emily Huntington Miller's "The Blue Bird" (52 d); Sydney Dayre's "Agreed to Disagree" (71 e, 52 d); Phoebe Cary's "The Leak in the Dyke" (52 d); Sherman's "The Birds' Music" (51); Coleridge's "Bird Songs" (61 d); Henry Van Dyke's "A Handful of Clay" (Easter, 52 d); "The Little Wise Men" (Christmas; School Arts Book, December, '05); "When the Dogwood Blooms" (52 d); Selections from Dallas Lore Sharpe's "Winter" and "The Spring of the Year" (Library).

\*Adaptations of these selections found in grade text.

*Chapel*—Baldwin's "Old Stories of the East" read by the children. Hurlbut's "Story of the Bible" read by the teacher (Old Testament Heroes). Selected Psalms which recount events in the history of Israel. Part of Ps. 44, Ps. 78, Ps. 99.

*Music*—"Armenian Lullaby," "Norse Lullaby," "Japanese Lullaby" (143); "The Wind," "The Sun's Travels" (144).

### PLAY

*Physical Education*—Various forms of tag and relay races. (See suggestions in Johnson's *Education by Plays and Games*.) Dodge-ball, circle-ball, and other group games with basket-ball. "The Carrousel" (47); "Hopp Morr Annika" (47).

*Language*—Directions for new games for schoolroom or recess; simple statements dictated by teacher; later in year this work may form a basis for letters to school children in a distant state. Descriptions or accounts of games in which the class is much interested, e. g.: football, basket-ball, baseball, field-day contests. Oral and written accounts of folk dances and folk games given in programs in auditorium by different grades. Outlines for scenes from stories read which class wishes to dramatize. Plan and practice of speeches from outlines—oral.

*Drawing*—Free-hand illustration; line, figure and silhouette drawings of children in games and play. Problem in enlarging good pose drawings for blackboard border in cut-out or stenciled figures.

*History*—Greek and Roman games for festival work.

*Industrial Work*—Costumes and other "properties" for dramatization of story from history or reading. Usually a Greek hero tale such as "Theseus" or "Jason" or scenes from "The Little Lame Prince."

*Geography*—Playing a scene from "Life in Other Lands" in class, e. g.: children of Holland, Norway, Japan, Mexico (the countries chosen depending largely upon the native costumes, etc., which the children are able to collect).

### SCHOOL AND INDIVIDUAL NEEDS

*Industrial Work*—Covers for spelling papers; envelopes as portfolios to hold written work. Envelopes for report cards.

Bags to hold individual crayons, paints, and other drawing materials. Covers for books loaned for class work. Canvas for lettuce bed. Bird house (boys). Aprons (girls). Raffia doll hats.

*Arithmetic*—Measurements for dimensions of covers and envelopes, allowing for margins involving fractional parts of an inch. Finding cost of text-books and supplies, reviewing multiplication by one figure and introducing multiplication by more than one figure; bill forms involving multiplication of integer by mixed numbers and fractions. Estimating size of garden plot, room, etc., and comparing with actual measurements. Same work on cost of other industrial work where material must be purchased. (See *Seasons*, pp. 90, 92.)

*Drawing*—Decoration and name block for book covers, simple border, name space, and possibly one-unit decoration of original design or one adapted from drawing book. Plans for bag, book covers, and apron. Posters for hygiene and nature study. Stencils for blackboard borders. In the second term, most of the blackboard borders are made by the children.

*Writing*—Invitations to school entertainments, letters and notes to absent classmates and teachers.

The above list includes the more important *objective* needs. On the subjective side will be found need for technical skill in mastering certain problems; this is provided for by drill and practice, individual or group, as required, in spelling, penmanship, arithmetical combinations and processes, mastery of technique of physical movements, marching, dance steps.

## GRADE V

### DISTINCTIVE CHARACTERISTICS AND THE CENTERS OF INTEREST

Because of the intensity of physical and mental activity at this age, children of Grade V respond vigorously to the objective life about them. This makes this period a markedly good one for acquiring an acquaintance with the processes of life by which results are obtained and the reason for things as they are seen. These characteristics are utilized to enable the children to make their experience in real living the fullest

and richest possible. Their broadening experiences and interests in real life beyond their environment, aided by imagination, stories, and pictures, naturally lead to the study of the manner of life of other people.

The centers of interest for this grade, as listed below, are used to enrich and broaden present life experience.

- I. How Some of Our Ancestors Lived and Where We Americans Came From.
- II. North America To-day (United States in Detail).
- III. Home and Community.
- IV. Special Days.
- V. Seasons.
- VI. Story Life.
- VII. Play.
- VIII. School Needs.

## SUBJECT MATTER SELECTED AND ORGANIZED ACCORDING TO CENTERS OF INTEREST

### HOW SOME OF OUR ANCESTORS LIVED AND WHERE WE AMERICANS CAME FROM

#### I. OUR IMMEDIATE ANCESTORS

*History*—A limited study of where the immediate ancestors of the children of this grade came from, conditions which led to their coming to this section of Virginia, how they got here, and the public institutions that they brought with them, such as churches and schools. This leads to a study of the community for which see *Home and Community*.

*Language*—Oral and written reproduction of family traditions and bits of family history.

#### II. OUR MORE REMOTE ANCESTORS AND THE PEOPLE WHO INFLUENCED THEM

##### 1. OUR ARYAN FOREFATHERS

*Literature*—The story of Kablu in *Ten Boys*, which pictures the life of the Aryans.

*Drawing*—Copy picture of Aryan house for practice in charcoal.

## 2. THE PERSIANS

*Reading and Literature*—Story of Darius in *Ten Boys*, which pictures life in Persia at the time of Cyrus the Great.

*Drawing*—Pose drawing of boy in Persian costume with bow and arrow.

## 3. THE HEBREWS

*Bible*—Migration of Abraham's family to Canaan and territory of Judah and Israel at time of greatest extent; review selected stories of Old Testament preceding the division of the kingdom; Hebrew worship and lack of sculpture due to second commandment; the commandments reviewed; life among the Hebrews as told in stories of the kingdoms of Judah and Israel from Hurlbut's "Story of the Bible"; practice in finding reference in the Bible.

*Reading and Literature*—The First Psalm; the story of Zadak, the Hebrew boy, in connection with the story of Darius in *Ten Boys*.

## 4. THE GREEKS

*History*—The extent of Greek territory at the time of Alexander and the fact of the conquest of Greek territory by the Romans; review of selected stories from Plutarch's *Lives of the Greeks*; life in Greece as told in the story of Cleon from *Ten Boys*.

*Physical Education*—Greek dances. Some of the athletic feats done at the Olympic games both for physical development and appreciation.

*Excursion*—To the Normal School to see the statue of Winged Victory and other Greek statues and paintings.

*Reading and Literature*—Selections from *Wonder Book* read by the children, and *Tanglewood Tales* read to them.

*Bible*—Paul's sermon on Mars Hill in Athens; Saint Paul in Greece and epistles to Greek churches.

*Language*—Reproduction of "Phæton", "The Defence of Thermopylae" or other Greek stories for practice in composition; spelling of new words needed.

## 5. OUR ROMAN COUSINS IN ROME AND IN BRITAIN

*History*—Life in Rome as told in the story of Horatius from *Ten Boys*; review of selected stories of the Romans

from *Children's Plutarch* for experience in organization of ideas; the Roman Conquest of Britain.

*Reading and Literature*—Story of the chariot race from *Ben Hur* read to the children for appreciation of the life. "An Old Gaelic Cradle Song" and "Bell of Atri."

*Physical Education*—Roman May Day games. A Roman procession or festival. Military exercises.

*Language*—Origin of surnames. Origin, spelling, and abbreviations of the names of the months and of words needed in reproduction of the story of Horatius.

*Arithmetic*—Review of Roman numerals as a matter of information and for use.

*Bible*—The facts of the Roman occupation of Palestine and of Saint Paul's Roman citizenship and confinement at Rome. Hebrew custom of freeing slaves on the year of the Jubilee compared with that of the Romans on the Saturnalia.

#### 6. OUR GERMANIC ANCESTORS

*History and Civics*—Anglo-Saxon and Danish Conquests of Britain; extent of Germanic conquests, and customs of the Saxons as told in the story of Wulf from *Ten Boys*.

*Reading and Literature*—Norse legends reviewed. The story of the Nibelungen Lied as given in "Men of the Middle Ages," for appreciation of the people.

*Language*—Origin of the names of the days of the week. Spelling and abbreviations of names reviewed.

*Music*—"The Norse Lullaby" (40 d).

#### 7. OUR NORMAN ANCESTORS IN THE MIDDLE AGES

*History*—Norman conquest of England; life in England and Europe in the Middle Ages; life in a mediæval castle as told in the story of Gilbert from *Ten Boys*; constant map reference.

*Reading and Literature*—"Young Lochinvar" studied for appreciation of the picture of castle life and read by the children.

*Language*—Written reproduction of the life of Gilbert and spelling of the words needed in writing it.

## 8. THE DISCOVERY AND EXPLORATION OF THE NEW WORLD

*History*—The conditions of Europe which led to the discovery of the New World; discoveries and explorations made by the Spanish, Portuguese, English, French, and Dutch; the American Indian; life in England at this time and European rivalries which influenced conquest as told in the story of Roger from *Ten Boys* and the stories of adventures of the Elizabethan period; the beginnings of conquest, including the stories of Pizarro in Peru and Cortez in Mexico.

*Geography*—Map of the world when America was unknown compared with the map of the world to-day; routes of explorers and discoverers; map showing early notion and growth of knowledge of the New World compared with the map of the New World to-day; review of North and South America as needed; review of the map of Europe.

*Language*—Reproduction of the life of Columbus and spelling of new words needed in writing it.

*Music*—"Hardy Norseman" (39 c); "Norwegian Sailor" (39 d); "Sea Song" (39 b); "A Sailor Charity" (31); "Columbus Saw Across the Main" (140); "America" (39 b).

## NORTH AMERICA TO-DAY

## (UNITED STATES IN DETAIL)

## I. OUR CONTINENT AS A WHOLE

*Geography*—Study of location, shape, outline, surface, and drainage; study of the following physical divisions as to extent, characteristic features, and climatic conditions in their bearing upon plant and animal life: Atlantic Coastal Plain, Appalachian Highlands, Great Central Plain, and Lake Region, Rocky Mountain Highlands including Great Plateau and the Pacific Coast Lowlands.

*Excursions*—To study miniature river basins and water sheds, hills, valleys, etc.; to Norfolk and Western cut to study mountain and soil formation.

*Industrial Work*—Sand map of North America.

*Language*—Written accounts of excursions for a booklet, for which see *Home and Community*, p. 103.

## II. INDUSTRIAL AND COMMERCIAL GEOGRAPHY OF UNITED STATES, AS BASED UPON THE PHYSICAL

### 1. AGRICULTURE

*Geography*—Geographic conditions that determine the success of agriculture and their relative importance; study of wheat, corn, other grains, cane and beet sugar, rice, cotton, potatoes, fruits, tobacco, and garden products as to conditions favorable to growth, regions where grown, and chief states in regions, uses, cities leading in exportation, when exported, and value of crop to United States.

*Excursions*—To flour mills, Farmville Fair, Norfolk and Western Agricultural Train, Nursery, tobacco factory; to corn field for selection of seed corn.

*Industrial Work*—Seed testing; agricultural products planted for illustration. (See *Spring*, p. 110.)

*Elementary Science*—Life history of products, condition of growth, pollination, qualities of good seed corn, injurious insects, birds.

*Civics*—Interdependence of town and country; duties of county demonstrator, State Commissioner of Agriculture, United States Department of Agriculture; work of State Agricultural College, Hampton Industrial Institute; bird laws.

*Language*—Compositions and friendly letters about excursions; business letters as needed.

*Arithmetic*—Comparison by ratio and percentage of the important crops of Virginia and the United States from the United States census bulletins and Handbook of Virginia relative to production, acreage, value, etc.

### 2. GRAZING AND DAIRYING

*Geography*—Climatic and soil conditions determining its distribution and character; study of cattle and dairy products, sheep and wool, hogs, horses and mules, poultry and egg production, as to regions of production, stressing states, uses, centers of manufacture, and exportation, and value to United States.

*Excursions*—To creamery.

*Arithmetic*—Related problems.

*Elementary Science*—Principles of rotary separation and cold storage.



## 3. LUMBERING

*Geography*—Favorable conditions, regions of production, nature of forests in various sections; centers of manufacture of furniture; ship building; comparison with other industries.

*Excursions*—To lumber mill.

*Civics*—Civic value of trees in Farmville; United States forest preserves and United States Bureau of Forestry.

*Reading and Literature*—"Woodman, Spare That Tree," Morris (101 a), studied for appreciation and read orally; story of life in maple sugar regions read to class; "Tilda Jane," Saunders, a story of the lumber regions, read to class.

*Drawing*—Characteristics of different kinds of trees around Farmville reviewed, and pencil sketches made; pose drawing of man cutting down tree.

*Arithmetic*—(See *Arithmetic* under *Home and Community*, p. 103.)

## 4. FISHING

*Geography*—Fishing regions: oyster, salmon, mackerel, cod, halibut, seal, whale; importance of the industry and effect in growth of cities, etc.

*Elementary Science*—Canning to prevent decomposition; ptomaine poisoning.

*Civics*—Pure food laws.

*Reading and Literature*—Selections from Thompson's "In the Haunts of Bass and Bream," and Breach's "The Silver Horde," read to class.

*Arithmetic*—Problems based upon Virginia and United States statistics.

## 5. MINING AND QUARRYING

*Geography*—Study of coal and iron, gas and petroleum, marble, slate, granite, and other building stones, clay and sand for pottery and glass making, gold, silver, copper, lead and other metals, as to regions of productions, uses, centers of manufactures, centers of exportation, etc.

*Excursions*—To Arvonja Slate Quarry if practicable.

*Elementary Science*—Principle of mine lanterns; formation of coal, and cause of different kinds; process of making steel.

*Language*—Description of imaginary trip through a mine for practice in telling things vividly; story of formation of coal told as autobiography.

*Arithmetic*—Problems in percentage based upon United States statistics.

## 6. MANUFACTURING

*Geography*—Summary of facts already learned about the location and character of the great manufacturing industries; rank of United States among manufacturing countries; reasons—raw material, wealth, inventive genius, transportation facilities; great manufacturing cities.

*Excursions*—To tobacco and overall factories, lumber mill and other manufacturing plants if practicable.

*Civics*—Labor laws; child labor; safety of employers; strikes; tariff.

*Language*—Composition for accuracy of expression, telling how to make various things.

*Arithmetic*—Solving problems in percentage based upon United States statistics.

## 7. COMMERCE

*Geography*—Exports and imports; facilities for transportation—surface conditions, rivers, lakes, roads, railroads, canals, extended coastline with good harbors; great commercial centers.

*Civics*—Good roads movement in Virginia; part taken by the Federal government in the making of canals, etc.

*Arithmetic*—Comparison of distances and of rates by rail and water. Comparison of areas and population of great commercial centers.

## 8. SCENIC RESORTS

*Geography*—Location and geographic conditions of various important seashore and health resorts, as Atlantic City, Saratoga Springs, New York, or Hot Springs, Arkansas; and regions visited for scenic features or historic interest, as Niagara Falls, Grand Canyon, etc.

*Language*—Description of Colorado Canyon or Niagara Falls.

### III. THE UNITED STATES BY GROUPS OF STATES

*Geography*—A summary and reorganization of subject matter of previous study according to groups of states, emphasizing the physical features, resources, industries, and important cities in each of the following groups: New England, Middle Atlantic, Southern, Central, and Western.

*History*—Incidental history of the exploration, settlement, and growth of each section; special study of Spanish and Portuguese explorations and settlements in the Southern and Western sections. (See *History* under *Where We Americans Came From*, pp. 95, 98.)

### IV. OTHER COUNTRIES OF OUR CONTINENT

#### 1. CANADA

*Geography*—Products and industries as determined by physiography and climate; exports and imports; transportation routes; commercial centers; government and people. Constant comparison with United States.

#### 2. MEXICO

*Geography*—Study of climate, as affected by heat belts, winds, and altitude; products of temperate and semi-tropical regions; industries; exports and imports, with special reference to United States; people, race and language; government.

*History*—Spanish explorations and settlements in Mexico. (See *History* under *Where We Americans Came From*, p. 98.)

#### 3. CENTRAL AMERICA

*Geography*—Taken up in much the same way as Mexico; special study of commercial products not found in United States, as rubber, coffee, cocoa, etc. The countries of Central America considered briefly, special attention being given to Mexico.

### V. OUR HOME STATE, VIRGINIA

*Geography*—Study of the physical, industrial, and commercial geography of Virginia by physiological divisions.

(See *How Some of Our Ancestors Lived and Where We Americans Came From*, p. 95.)

*Arithmetic*—Averaging temperature for the month; measuring the number of inches of rainfall; problems in percentage, bringing out the increase in different industries in Virginia and comparison with other states.

### HOME AND COMMUNITY

*Civics and History*—City government of Farmville; sources of money for public purposes; city council; county court; census; post-office (See *Christmas in Special Days*); civic beauty of town; bird laws (See *Seasons*).

*Geography*—Reasons for location of Farmville reviewed.

*Elementary Science*—Regulation of ventilation, heating, lighting; ice manufacture; how to prevent accidents caused by carelessness; what to do in cases of emergencies, using Gulick's *Emergencies* as the text-book.

*Industrial Work*—Sewing bags and equipment; work done by boys' club in workroom; kites. (See *Christmas in Special Days* for other work done for use outside of school.)

*Language*—Brief history of the town written for a booklet; conversation lessons on the books read at home during the winter and the summer. Conversation lessons on home and community projects.

*Drawing*—Chart of town.

*Arithmetic*—Individual expense accounts. Measurements needed in making garden and flower-beds.

### SPECIAL DAYS

#### PATRONS' DAY

For typical Patrons' Day program as given by Grade V, see page 283.

#### HALLOWE'EN

*Language*—A conversation lesson on negro superstitions to stimulate the children's interest and desire for expression and to afford the teacher an opportunity to study the children's usage. Written reproduction of a ghost story for suggestive scenes and words suited to the theme, and an original ghost story for choice of words and scenes. The stories put into a booklet.

*Drawing*—Decoration of cover for booklet containing ghost stories for practice in processes listed for the grade. Board decoration in which the children use but do not design stencils of witches, Jack-o'-lanterns, ghosts, black cats, or other Hallowe'en symbols, for practice in crayon and study of space division, as well as for consciousness of appropriate symbols.

*Excursions*—If practicable, a night, ghost or lantern excursion with teacher for wholesome fun and discouragement of lawlessness.

*Manual Training*—Jack-o'-lanterns of paper boxes for room decoration to learn how to make and paste the socket for the candle.

*Music*—"Hallowe'en" (39 d).

#### THANKSGIVING

*History*—For intelligent appreciation of the day, the story of the first Thanksgiving in New England, with emphasis upon the Indians as constituting an important part of the historic setting.

*Literature*—Study of "Hiawatha" for appreciation of the poem and of Indian life. Dramatization of parts of "Hiawatha" or other program illustrating Indian life.

*Drawing*—Expression drawing for clear impression of picture writing as described in "Hiawatha." Design for program cover for practice in processes listed for the grade. If needed, board decoration consisting of stencil drawings of Indians, Indian corn, or other objects illustrating Indian life, for appreciation. Painting of pumpkin as in text for study in color.

*Manual Training*—Costumes and other program needs involving processes listed for grade.

*Music*—"The First Thanksgiving Day" (20), "Thanksgiving" (40 c), "Indian" (26), "Harvest Song" (44).

*Language*—A conversation about past Thanksgiving experiences to arouse interest and desire for expression. Original written composition for naturalness and spontaneity on the "Autobiography of a Thanksgiving Turkey," or other similar theme of interest to the children.

*Reading*—Review and recitation of Child's "Thanksgiving Day," *Three Years With the Poets*, with special effort to avoid the sing-song effect.

*Physical Education*—"Reap the Flax," Burchenal (47), for muscular control and appreciation of the harvesting industries.

### CHRISTMAS

*Manual Training*—Christmas presents. Suggestive: Bread board, articles printed with rucco blocks, box with lid for various purposes, whittled paper cutter, card catalog case, binder for stories and poems, bulbs in bowls, crocheted hairpin holder or doll costume, handwork in sewing, and other articles involving processes listed for the grade. Values: Appreciation of the season, purposive effort, using of ideas, skill in processes and use of tools.

*Drawing*—Decoration of presents involving the use of stencil designs already made, making a stencil design, transferring outline designs to cloth, printing articles with rucco blocks, lettering, spacing, pattern drawing for a Christmas box of some sort. Emphasis upon beauty of coloring and general attractiveness of product. Study Murillo's "Holy Family," "Children of the Shell," and "St. John and the Lamb," for appreciation.

*Arithmetic*—Problems based upon the purchase and making of presents, for practice in fundamental processes, and study of some phase of fractions. Finding number of days before Christmas and in the holiday to increase skill in counting time.

*Excursions*—Individual excursions to stores and bazaars for suggestions for presents.

*Language*—Copying poems for binder to teach correct placing of poetry on a page, to give practice in spelling in connected discourse, and in writing on unruled paper. Christmas letters to friends to teach selection of material from the standpoint of the reader and to review letter forms. Notes of invitation and acceptance, and business letters ordering gifts or materials as new types of letter forms. Addressing of packages to learn how, legibility and accuracy being emphasized. Life of Murillo studied in connection with his pictures and reproduced orally by outline for practice in making an outline.

*Civics*—Study of post-office.

*Literature*—Wiggin's "The Bird's Christmas Carol" read to the children for enjoyment of good literature and for unconscious effect upon ideals of Christmas joy; Lane's "Hilda's

Christmas," Poulsson's "While Stars of Christmas Shine," and Thaxter's "Piccola," *Three Years With the Poets*, studied by the children for the same purposes. Moore's "A Visit From St. Nicholas" rememorized from Second Grade for its worth. The following from Hazard's *Three Years With the Poets*, studied for appreciation both of the poems and of the religious significance of the day: Poulsson's "The First Christmas," "As Joseph Was a-Walking," Mulock's "A Christmas Carol," Tate's "While Shepherds Watched Their Flocks by Night," Herrick's "Christmas Carol," Lowell's "A Christmas Carol," Brooks's "O Little Town of Bethlehem." Two of the above poems selected by the children and memorized both for their own worth and to make the children conscious of a method of memorizing.

*Reading*—Oral reading of the above poems to stress expression of the meaning and, therefore, to avoid the sing-song due to rhythm.

*Music*—"Christmas Eve" (18), "Gather Round the Christmas Tree" (18), "Christmas Chimes" (40 c), "Old Christmas" (40 c), Redner's "Little Town of Bethlehem" (37 or 42), "As Joseph Was a-Walking" (26).

*Physical Education*—"Dan Tucker," Bancroft (46), for muscular control.

NOTE—When the children reach the Fifth Grade they have received presents until they are inclined to expect them as a right, to resent not receiving them, and to appreciate them in proportion to their monetary value. There is also a strong tendency to club for official presents. In order to develop high ideals along these lines, Christmas giving and receiving are discussed in class from the ethical point of view, and memory gems expressing the desirable Christmas spirit are learned.

"Who gives himself with his gift feeds three,

Himself, his hungering neighbor, and Me."—*Lowell*.

"On Christmas Time," by Dickens; Hazard's *Three Years with the Poets*.

#### NEW YEAR

*Music*—"New Year's Song" (39 c).

*Literature*—Tennyson's "New Year's Eve," *Three Years With the Poets*, for poetic appreciation and elevation of ideals.

## LEE'S BIRTHDAY

*History*—Personal incidents of Lee's life read to the children from Williamson's *Life of Lee* for acquaintance with the man and love for him as a man; also for unconscious elevation of personal ideals and of the ideal of loyalty to the South.

*Language*—"What I Live For," McGuffey's *Fifth Reader*, as a beautiful way to express some things Lee lived for. One stanza memorized to clinch the ideal and the music of the rhyme.

*Literature*—Page's *Two Little Confederates* read to the class to cultivate a love for good stories, to help the children appreciate life conditions in the South during the war, and to show that loyalty for the South does not conflict with personal friendships with people of the North.

*Music*—"The Bonnie Blue Flag," *Virginia Journal of Education*, January, 1911; "T'se Gwine Back to Dixie."

*Drawing*—Stencil drawing of Confederate flag for board decoration to acquaint the children with the flag and to make them conscious of the outline of a waving or folded flag.

*Physical Education*—Military marching for muscular control and development of the sense of rhythm.

## ST. VALENTINE'S DAY

*Drawing*—Valentine forms and decorations criticized by the children. Pretty designs and refined pictures suggested. Decoration of valentines for originality of selection, beauty of color, and practice in the use of water colors.

*Language*—Criticism and improvement of valentine verses as to content and form, for appreciation of refinement, rhythm, and rhyme.

*Music*—"Valentine's Day" (26), "My Valentine" (21).

*Literature*—Whittier's "In School Days" studied for appreciation and memorized by large thought units. Scott's "Young Lochinvar" read to the children to encourage respect for sentiment. "True Love Requited" and Lear's "The Owl and the Pussy Cat" for enjoyment of the season.

*Reading*—The above poems for expression of feeling and distinctness of enunciation.



## WASHINGTON'S BIRTHDAY

*History*—Information about Washington's private life told or read to the children for appreciation of the man and of his unofficial service to his country.

*Language*—Reproduction for booklet of an incident of Washington's private life for improving oral and written sentence structure. Copying for booklet of selected maxims for emphasis upon paragraph indentations and margins and practice in writing on unruled paper.

*Music*—"Uncrowned Kings" (32), "Columbia, the Gem of the Ocean" (40 c), "America" (40 c).

*Drawing*—Cover design for booklet.

*Physical Education*—If needed for general school program, military marching for muscular control and expression of rhythm.

## EASTER

*Language*—An information and conversation lesson about Easter church music and choir boys, for a wider interest, appreciation of singing as an accomplishment for boys, and for improvement in language through unconscious imitation of the teacher's usage. The life of Haydn read in connection with the choir boys and reproduced orally for practice in talking connectedly by outline.

*Music*—"Easter" (26); "The Choir Boy," Armstrong; "Lift Your Voices" (37).

*Drawing*—Study Anderson's "Choir Boys" for appreciation. Pose drawing of a choir boy.

## MAY DAY

*Music*—"Now Is the Month of Maying" (40 c), "May Time" (40 c).

*Physical Education*—"May Pole Dance," Burchenal (47), for muscular control and grace of movement.

*Language*—Copying program for form and adaptation of writing to a given space. Account of the exercises written for the paper as a type of useful composition requiring accuracy and ease. Oral and written reproduction of Roman May Day as in Andrews's *Ten Boys* for sentence structure and use of other connectives than "and," "so," "then."

*Drawing*—Program cover or poster.

## SEASONS

## FALL

*Reading and Literature*—Read and memorized: "September" (58); "October's Bright Blue Weather" (58). Read by the children for appreciation of the season: "Robin Redbreast" and other fall poems from *Three Years With the Poets*.

*Language*—The oral and written reproduction of the story of the life of Helen Hunt Jackson in connection with the study of her poems. The use of topical outlines emphasized. Oral and written compositions on fall topics.

*Music*—Songs taught by rote: "Frosty Days" (40 b); "October's Bright Blue Weather" (40 c); "The Oak and the Streamlet" (140); "The Brook" (140).

*Opening Exercises*—The migration of the birds and reasons and methods for their protection discussed.

*Drawing*—Fall landscapes, flowers, fruits, and trees studied for form and color, and made the basis for original drawings. Plan for cold frame for practice in mechanical drawing.

*Geography*—Observation, record, and summary of one month, as to winds, temperature, length of day and night, and length of noon shadow. Observations of this angle of the sun at the equinox and the explanation of the seasons studied more fully.

*Arithmetic*—Averages found in connection with weather records. Angle measurements, needed in measuring the sun's shadow. Measurements for cold frame.

*Manual Training*—Cold frame and window-box made.

*Gardening*—Vegetables harvested and flowers planted in cold frame.

*Physical Education*—Football and basket-ball.

*Excursions*—To see flower and vegetable gardens.

## WINTER

*Elementary Science*—Ventilation and heating of classroom studied in order that they may be regulated. The treatment of frost bites and chilblains.

*Geography*—The difference between the sun's angle in winter and in summer studied in connection with the winter solstice, and a review of the explanation of the seasons.

*Reading and Literature*—Poems read for appreciation and mastery of mechanical difficulties of reading: "The Snow Bird," Sherman (58); "Winter Rain," Rossetti (58); "Winter," Tennyson (58); "Winter and Spring," from *Hiawatha*. Other winter poems from *Three Years With the Poets*.

*Music*—Rote songs: "Winter" (40 b); "The Snow Man" (40 c); "Snowflakes" (41 d). Taught from sight: "The North Wind" (40 b).

*Arithmetic*—The cost of winter fuel and clothes found for drill in the fundamental processes in decimals.

*Gardening*—Bulbs planted in bowls for room decoration.

*Drawing*—Winter scenes, made basis for sketches of original landscapes.

### SPRING

*Reading and Literature*—Poems studied for appreciation: "March," Celia Thaxter (58); "March," Bryant (120); "March," Larcom (58); "The Cloud," Shelley (141). Read to develop the power of comprehension and expression: "The Wind," Stevenson (142 d); "Spring Has Come," Holmes (58).

*Language*—Celia Thaxter's life reproduced in connection with her poems, "Spring" and "The Sandpiper." Conversation lessons on subjects connected with the season for beauty and variety of expression based upon nature.

*Music*—"Hey-Ho-Hey," Arthur Richards (98); "Spring Song" (41 b); "The March Wind" (41 b); "Spring Rain" (40 c); "In the Woods" (40 c); "Pussy Willow's Secret" (98).

*Drawing*—Birds painted as in text-books. Pose drawing of boy in baseball suit.

*Physical Education*—Games: "Basket-ball" (46); "Baseball"; "Goal Relay" (46); "Dodge Ball" (46); "Relay Race" and spinning tops taught (46).

*Manual Training*—Kites and support for vines made.

*Gardening*—Flowers and vegetables planted and cared for.

*Elementary Science*—Laws governing the flying of a kite and the spinning of tops studied. Germination of seeds.

Seed testing. Fertilizing. Illustration of pollination by wind, as with alder tassels; and by bees, as with fruit blossoms. Birds identified and studied for familiarity with names and habits.

*Geography*—Change of seasons reviewed in connection with the study of the vernal equinox.

*Civics*—Ordinances of Farmville relative to playing ball in the streets. Bird laws in Virginia and Prince Edward County.

*Arithmetic*—Measurements in connection with making kites and with planting the garden. Percentage of live seed. Estimating quantity of fertilizer for agricultural products.

*Opening Exercises*—Verses from "The Song of Solomon."

## STORY LIFE

Only a small part of the literature that helps in the centers of interest is given below. This is because the literature selected for them affords much help for story life. Only that which does not help some other center of interest to a notable degree is listed here.

*Reading and Literature*—Poems read by the children: "The Planting of the Apple Tree," Bryant (58); "The City Child," Tennyson (58); "A Boy's Song," Hogg (58); "The Shepherd," Blake (58). Stories read to the children: "Lives of the Hunted" and "Wild Animals I Have Known," Seton-Thompson; "Little Men," Alcott. Read by the class: "The Hoosier Schoolboy," Eggleston.

*Language*—Description of favorite characters in stories. Reproduction of descriptive and narrative selections. (For original stories see *Special Days*, p. 103.)

*Drawing*—Illustrations for original stories.

## PLAY

*Arithmetic*—Multiplication and division games; fraction games; speed contests; matches on Roman numerals and fundamentals.

*Language*—Spelling-matches; explanation of rules for games.

*Reading and Literature*—Dramatization of "Hiawatha." (See *Thanksgiving*, p. 104.)

*History and Civics*—Masquerade Party, using costumes of ancestors of different ages; mock trial; city council meeting; knighting a knight.

*Geography*—"Kaleidoscope," a game for drill in names and facts.

*Physical Education*—Folk dances: "Dan Tucker" (25); "May Pole Dance" (47); "Dancing Topsy" (34); "Strasak" (47); "Bleking" (118); "English Harvesters' Dance" (118); "Schottische" (118). Singing games: "How Many Miles to Babylon?" (46); "The Bold Riders" (25); "French Flower Round" (25); "Swiss May Dance" (25).

Games: "Basket-ball," "Indian Club," "Relay Race," "Dodge Ball," "All-Up-Ready Race," "Last Man," "Desk Relay," "Recognition," "Circle Seat Relay," "Jump the Bean Bag," "Word Tag," "Circle Dodge Ball," "Stride Ball," all found in (46).

### SCHOOL NEEDS

*Arithmetic*—Measurements and computations as needed in the industrial work. Finding ages of pupils in September for entrance in roll-books. Standardizing the room thermometer. Finding the percentage of pupils absent, late, or perfect in attendance and punctuality. Computing window and floor space to compare with State Requirement for schools. Estimating the amounts of various school materials to be ordered. Finding the percentage of spelling words, or test question answers.

*Language*—Alphabetical arrangement of names for records. Discussion of school projects. Tests and topical recitations, oral and written. Dictation of daily assignments. Writing of letters for school purposes. Spelling as needed in school. Oral usage and other exercises in refining language as necessary for social requirements in school. (See *Home and Community*.)

*Civics*—Parliamentary usage in meetings for general business and duties of officers in school clubs.

*Reading*—Stories or poems to entertain another class or visitors.

*Industrial Work*—Backs for booklets. Finders for drawing. Table cover. Care for pot plants. Care of school yard and garden.

*Excursion*—Out-of-school excursions to get flowers or soil and other materials used in the industrial work.

*Physical Education*—Exercises between classes for relaxation or for consumption of surplus energy. Working posture for health and efficiency. Incidental expression of thought through body movement. For games see *Play*.

*Music*—Songs for school devotional exercises and assembly: "The Morning Light Is Breaking," "O Worship the King," "Work, for the Night Is Coming," "Now Thank We All Our God," "Praise to God, Immortal Praise," "All That's Great, and Good, and True," "As Pants the Wearied Hart," all found in (99); "If" (140); "The Soft-Shell Crab" (140).

*Drawing*—Designs for table cover, school calendar, assembly posters, or booklet covers for school work.

## GRADE VI

### DISTINCTIVE CHARACTERISTICS AND THE CENTERS OF INTEREST

All the tendencies listed above as educative capital for the intermediate period have been taken into consideration in the selection of the subject matter for Grade VI.

By the time children reach this grade, they are old enough to have their interests directed into definite channels, and to be led to set up some of the more far-reaching aims of study listed in the above group statement. They are, therefore, easily led to become interested in gaining information and general culture, as an aim of study, and through this interest, as well as through their natural curiosity and desire, to find out the *why* of the objects and conditions around them. The special Center of Interest chosen for the grade, *Our Heritage and the Nations to Which We Are Indebted*, makes a strong appeal to them. Naturally, under this center a brief history of each of the civilizations that have contributed to ours is given, and the geography of the various countries of Europe is studied largely with a view to finding out what each has contributed to civilization and why. In this connection an effort is made to bring the children to realize the interdependence of nations and individuals. Since literature, art, and music are among our most valuable heritages, an oppor-

tunity is afforded to bring into the course a wealth of appropriate material along all these lines, which is desirable both because of its cultural value and because of its value in aiding the development of the emotional and æsthetic side of the children's natures, which, while strongest in the next period, should not be neglected in this. As part of our heritage from individuals, the principles of sanitation and the notable inventions that affect the lives of the children are emphasized. Because it is felt that the ends to be accomplished in working through this Center of Interest are so important, and because it seems desirable to make use of the interest already aroused, much of the work done under *Special Days* and *Seasonal Changes* is selected so that it is along the same line. The Centers of Interest chosen are:

- I. Our Heritage and the Nations to Which We Are Indebted.
- II. The Beginnings of Our Nation.
- III. Home and Community.
- IV. Special Days.
- V. Seasons.
- VI. Story Life.
- VII. Play.
- VIII. School Needs.

#### SUBJECT MATTER SELECTED AND ORGANIZED ACCORDING TO CENTERS OF INTEREST

#### OUR HERITAGE AND THE GREAT NATIONS TO WHICH WE ARE INDEBTED

NOTE.—Since the geographic conditions of a country so largely determine her history and the extent of her influence upon other countries, geography is one of the most important subjects taught under this Center of Interest, and it is taught always from the standpoint of its effect upon the development of the country, and our consequent heritage from her.

##### 1. THE ANCIENTS

*History*—Brief review of work of Grade V, in which our civilization is traced back to the ancients; simple study of the civilizations of the Hebrews, Babylonians and Assyrians, Arabians, Egyptians, Greeks, and Romans, with emphasis upon what each has contributed to our civilization, especially Greece and Rome. Famous men of Greece and Rome reviewed as needed.

*Geography*—General view of Eurasia as the part of the world where civilization started and developed, with emphasis upon the surface as one of the leading factors in determining the direction in which civilization moved; sand map made; geographic conditions of Assyria, Babylonia, Egypt, and Palestine as they affected the development of these countries (See *Geography* under *Palestine*, p. 125); geography of Greece and Italy as an aid in determining why they have been able to so influence civilization. (See *Italy*, p. 117.)

*Language*—Lesson for appreciation on the Bible as literature. Ps. 23 interpreted and memorized. Other selections, chosen by class, memorized. Stories from *Famous Men of Greece* and *Famous Men of Rome* reproduced briefly, for practice in talking fluently and interestingly and to the point; written composition on the earliest books, the clay tablet, the wax tablet, and the scroll, for practice in correct form and in sentence structure.

*Reading and Literature*—Simple study of the *Iliad* and *Odyssey* as a splendid heritage from the Greeks. Selections from the originals read to class. Selections from the poetical books of the Bible studied and read orally.

*Drawing*—Egyptian, Greek, and Roman units, as the lotus lily, the acanthus, etc., studied for appreciation and used in making designs for blackboard border, book cover, or portfolio. The three styles of Greek architecture studied and a sketch of a Doric column made for practice in pencil work.

*Excursions*—To examine and compare different styles of architecture in Farmville.

*Industrial Work*—Clay books, scrolls, and wax tablets made, for practice in clay modeling.

*Music*—Ps. 23 sung to tune of Portuguese Hymn.

*Bible*—Study of the Kingdoms of Israel and Judah as given in Hurlbut's *Bible Stories*. (See *Bible* for *Grade VI*, p. 171.)

*Arithmetic*—Dates added and subtracted, distances measured on map, and areas estimated, as needed in history and geography.

## 2. WESTERN EUROPE DURING THE MIDDLE AGES

*History*—Overthrow of Roman Empire by the Germanic tribes, the beginning of the nations of western Europe, with



special emphasis upon the far-reaching influence of Charlemagne's Empire, the newer civilization that developed, and the elements of which it was made up; the spreading of this civilization into England as the result of the Norman Conquest. Feudalism, age of knighthood, and the Crusades reviewed and the significance of each noted; the remarkable influence and power of the Roman church as a unifying and conserving agency emphasized. Summary of elements in our civilization which we owe to the Germanic tribes. (See *History* under *Great Britain*, p. 118.)

*Geography*—The surface and drainage of Europe as they affected the history of western Europe at this time, with emphasis upon the Alps as barriers and as the source of great rivers, and upon the Pyrenees as barriers against the Mohammedans. The growth and importance of Venice and Constantinople after the Crusades. (See *Geography* under *France*, p. 117, *Germany*, p. 119, *Great Britain*, p. 118, and *India*, p. 123.)

*Literature and Reading*—The story of Siegfried and the Nibelungen Lied (152 or 154) studied as one of the classics of the early Germanic people, and used partly for silent and partly for oral reading. (See *Literature* under *Christmas*, p. 128.) The influence of the age of chivalry upon literature studied simply, using selections from Tennyson, Lowell, Scott, etc.

*Drawing*—The picture of Sir Galahad by Watts studied. Medieval architecture studied simply, using pictures, especially those of the Gothic cathedrals. Rose window designed. An Old English capital letter drawn and decorated. (See *Industrial Work* below.)

*Language*—The story of Siegfried reproduced orally for practice in neglecting minor details in making a long story short; several lessons on giving the gist of a story, for which a need was discovered in this work. (See *Language* under *Great Britain*, p. 118.)

*Industrial Work*—Simple study of tapestry weaving, and some of the noted tapestries of the world discussed. The kind of books made by medieval works compared with those of Greeks and Romans. (For Greece see *Geography* under *The Ancients*.)

## 3. ITALY

*Geography*—As in *note* above, the effect of geographic conditions upon ancient Rome being emphasized.

*History*—(See *History* under *The Ancients*, p. 114.) Effect of Crusades upon the development of Italy, especially Venice. The story of Garibaldi, the Hero of the Red Shirt.

*Language*—Conversation lesson on splendid works of art by Angelo, by Raphael, and by Da Vinci, to encourage free expression of opinion and to develop a love for beautiful pictures.

*Literature and Reading*—Longfellow's poem, "Amalfi" (160) read orally; quotations descriptive of Italy by Browning and Byron memorized. Parts of Bulwer's *Last Days of Pompeii* read to children.

*Industrial Work*—Tiles and mosaics, the development of which we owe to Italy, studied, and a tile made from clay.

*Drawing*—Designs for tiles made. (See *Drawing* under *China*, p. 122.)

*Arithmetic*—Problems requiring knowledge of the table of Italian money and equivalents in United States money worked.

*Music*—"Santa Lucia" (158) learned partly by note and partly by rote for practice in two-part singing.

*Elementary Science*—Simple study of the wireless telegraph, one of the inventions we owe to Italy.

## 4. FRANCE

*Geography*—As in *note*, p. 114.

*History*—(See *History* under *The Middle Ages*.) The story of Joan of Arc, and of Napoleon and of the French Revolution as told in Tappan's *European Hero Stories*.

*Reading*—"The Marseillaise" (120) read orally; "Silk Worms" (153) read orally.

*Music*—"The Marseillaise" (156) learned by rote for appreciation; "Jeanne D'Arc" (40 f) for sight-singing in Key of F, and for rhythm. Simple study of the troubadours.

*Drawing*—Study of Millet's pictures, "The Sower," "The Gleaners," and "The Angelus"; conventional designs studied, and the fleur-de-lis drawn and used to decorate back of book-

let; lettering for booklet done. Study of Corot's "Spring" and "The Dance of the Nymphs." (See *Drawing* under *China*.)

*Language*—The life of Jean François Millet used for written language, special attention being given to selecting effective and pleasing words and expressions, and the use of quotation marks; written descriptions of the three of his pictures studied.

*Arithmetic*—Much practice in dividing spaces accurately for lettering on book backs, so as to do the lettering on Millet booklets nicely. The price of articles imported from France or bought by tourists changed from French to United States money and *vice versa*.

*Industrial Work*—Millet booklet put together. Study of silk and the process by which it is made, having silk worms, etc., in the school.

*Physical Training*—"French Vintage Dance" (48).

*Elementary Science*—Simple study of inventions and discoveries in science we owe the French, as the aeroplane and the circulation of the blood. (For Spain and Portugal see *History* and *Geography* under *The Beginnings of Our Nation*, p. 123.)

## 5. GREAT BRITAIN

*Geography*—The geography of (a) England, (b) Scotland, (c) Ireland, and (4) Wales, as in *note*, p. 114.

*History*—(a) Rapid review from another point of view of important events in English history down to the time of the discovery of America, as studied in Grade V, to trace the growth of liberty of the English people, to which our own ideas of government are largely due. (See *History* under *The Middle Ages*, p. 115, and under *The Beginnings of Our Nation*, p. 123). (b) The stories of William Wallace and Robert Bruce and of the union of England and Scotland under James I. (c) Simple study of Ireland's influence in spreading Christianity and learning during the Middle Ages.

*Language*—(a) The story of King Arthur and the Knights of the Round Table written for practice in enlargement and rearrangement of sentences. Source of the English language noted; a little historical word study. (b) Conversation lessons on Scott, Burns, and Robert Louis Stevenson. (c) The story of St. Patrick written for practice in making out-

lines; practice in telling jokes gotten through telling Irish jokes.

*Literature and Reading*—(a) King Arthur stories from *Elson Readers*, Book III, read orally. Selections from the works of Shakespeare, Browning, Byron, Keats, Shelley, Tennyson, Wordsworth, and the Robin Hood ballads used in connection with other centers of interest. (See *Literature and Reading* under *Spring*, p. 133, *Fall*, p. 131, and *Christmas*, p. 128.) (b) Selections from Scott's *Lady of the Lake* and other poems descriptive of Scotland read to class for appreciation; Scott's "Harp of the North" and Burns's "A Man's a Man for A' That" (73 c) read orally; others of Burns's poems, and selections from Stoddard's *Lecture on Scotland* read to class; selections from *Tales of a Grandfather* in *Elson Readers*, Book III, read orally. (See *Literature and Reading* under *Christmas*, p. 128, and *Hallowe'en*, p. 127.) (c) Thomas Moore's "The Minstrel Boy" (73 c) read orally.

*Drawing*—(b) Designs for Scotch plaids made.

*Music*—(a) Kipling's "Recessional" learned by rote; Tennyson's "Sweet and Low" (125) for practice in two-part singing. (See *Music* under *Spring*, p. 134.) (b) "My Heart's in the Highlands" (40 d), "Scots Wha Hae Wi' Wallace Bled" (156), "Ye Banks and Braes o' Bonnie Doon" (159), learned partly by note and partly by rote, for appreciation and practice in sight-singing; "Annie Laurie" and "Comin' Through the Rye" sung for enjoyment. (c) (See *Music* under *St. Patrick's Day*, p. 131.) "The Minstrel Boy" (125) learned by rote.

*Physical Training*—(c) Irish jig danced. (a) (See *Physical Training* under *Spring*, p. 134.)

*Arithmetic*—Table for English money studied for use in understanding references to it in literature and the history of the English colonies.

## 6. GERMANY

*Geography*—As in note, p. 114.

*History*—(See *History* under *The Middle Ages*, p. 115.) Nürnberg and Rothenberg studied as typical towns of the Middle Ages, and life in them during that period pictured. The date and circumstances of forming of the German Empire taught simply and briefly. Simple study of what the Germans have done for education.

*Language*—(See *Language* under *Christmas*, p. 128.)

*Arithmetic*—(See *Arithmetic* under *Christmas*, p. 129.)

*Music*—Simple study of what the Germans have done, especially Beethoven and Wagner. Wagner's use, in his operas, of the Nibelungen Lied, learned during study of the Middle Ages; selections from German composers heard on the Victrola. The Master singers discussed in connection with Nürnberg. "The Watch on the Rhine" (40 c) learned by note for good tone and expression.

*Reading*—The story of Beethoven's "Moonlight Sonata" (153) read orally. (See *Reading* under *Austria-Hungary*, p. 120.)

*Elementary Science*—The many inventions and contributions to science made by the Germans noted, as the first globe map, the first watch (the Nürnberg egg), the process of making beet sugar, etc.

*Drawing*—(See *Drawing* under *China*, p. 122.)

## 7. AUSTRIA-HUNGARY

*Geography*—As in *note*, p. 114.

*History*—A few simple facts about the beginning of Austria, the meaning of the name, and her part in the affairs of western Europe. Simple story of Andreas Hofer. (Taught in geography time.)

*Reading*—Ouida's "The Nürnberg Stove," a story descriptive of life in the Austrian Tyrol, read partly by the class and partly to them. (The many references to German art and music make this story very worth while in connection with the study of Germany, also.)

*Music*—Life of Mozart studied. Mozart's "A Boating Song" (40 c) learned by note for sight-singing in six-eight time.

*Language*—The story of Mozart's life written, for practice in making well-rounded sentences, using phrases and subordinate clauses to avoid the use of *and*.

## 8. HOLLAND AND BELGIUM

*Geography*—As in *note*, p. 114.

*History*—(See *History* under *The Beginnings of Our Nation*, p. 123.) Brief study of Holland's influence and

wealth in the Middle Ages, and of Holland and Belgium's relation to Spain. (Studied partly in history and partly in geography time.)

*Reading and Literature*—Longfellow's "The Wind Mill" (160) and Ouida's "Dog of Flanders" read orally. Dodge's "Hans Brinker, or the Silver Skates" read to class.

*Language*—The story of "A Leak in the Dike" written, with emphasis upon the selection of effective words. Description of Little Nello, written for practice in describing a person vividly, and in using figures of speech. Conversation on noted Dutch pictures.

*Drawing*—Pose drawing of boy in Dutch costume. Ruben's masterpiece, "The Descent from the Cross," studied for appreciation, and to lend more meaning to "The Dog of Flanders."

*Music*—"In Holland" learned by rote (155); "Art Cycle."

#### 9. NORWAY, SWEDEN, AND DENMARK

*Geography*—As in *note*, p. 114, with emphasis upon influence of geography upon character of people.

*History*—Brief review of early invasion and settlements in England made by these people, and brief study of their voyages and discoveries since those early days. The fact that these people are to be numbered with our ancestors made clear.

*Language*—Stories of the Norse gods (studied in Grade IV) reproduced orally, and some of Hans Christian Andersen's stories told for appreciation and for practice in talking in well-rounded sentences.

*Drawing*—The works of Thorwaldsen discussed, and the "Lion of Lucerne" studied.

#### 10. SWITZERLAND

*Geography*—The physical features taught as an explanation of the people's sturdy, liberty-loving nature, and because of their far-famed beauty. (See *Geography* under *The Middle Ages*, p. 116.)

*History*—The stories of William Tell and Arnold Winkelried studied, bringing out Switzerland's struggle with Austria.

*Language*—The story of William Tell reproduced for practice in writing from original outlines, and in securing unity of paragraphs.

*Reading*—"Arnold Winkelried" (70 c) read orally.

*Music*—"Pull Away, Brave Boys" from the opera, *William Tell* (157) learned by rote.

### 11. THE RUSSIAN EMPIRE

*Geography*—As in *note*, p. 114, especially to find out why Russia has done comparatively little for the rest of the world.

*History*—A little study of Russia's relations to Turkey as they affect her use of the Black Sea, and in connection with the Crimean War.

*Language*—Conversation lessons on Florence Nightingale and on Tolstoi.

*Music*—The minor mood characteristic of Russian music taught in connection with "Winter in Russia" (two parts) (132 b).

### 12. THE BALKAN STATES

*Geography*—Very brief study of Turkey, Bulgaria, Roumania, Servia, Montenegro, and Albania, specially with reference to the changes due to the late wars.

*History*—Discussion of articles about the Balkan States in *Current Events*.

### 13. CHINESE EMPIRE

*Geography*—As in *note*, p. 114, with special emphasis upon how her geographic conditions may help her become a great nation in the future.

*History*—Study of some of the inventions made by the Chinese.

*Music*—"In China" (155) reviewed from Grade IV for enjoyment.

*Drawing*—Study of the development of the art of porcelain making, from its origin in China; study of vase forms and the cutting and drawing of vases. (Italian, French, and German porcelains specially noted.)

## 14. JAPANESE EMPIRE

(INCLUDING KOREA)

*Geography*—As in *note*, p. 114.

*History*—Discussion of articles in *Current Events* regarding relations between United States and Japan.

*Drawing*—Simple study of Japanese art, and brush drawings of flower sprays in Japanese style; artistic arrangement of flowers discussed; decorative treatment of wistaria.

## 15. INDIA

*Geography*—As in *note*, p. 114, with special attention to the importance of trade with India after the Crusades and the geographic explanation of it.

*History*—Brief consideration of the importance of India in the past and of her civilization. Study of the origin and spread of Buddhism.

*Language*—Description of the Taj Mahal, for practice in describing things from different points of view, and for choice of effective words.

## 16. ARABIA

*Geography*—As in *note*, p. 114, with special attention to the geographic conditions and consequent modes of life that produced the Mohammedan type of soldier.

(See *History* under *The Ancients*, p. 114.)

## 17. PALESTINE

*Geography*—As in *note*, p. 114, with special emphasis upon the contrast between the Palestine of Bible times and of to-day.

(See *Language, Reading, and Bible* under *The Ancients*, p. 115.)

## THE BEGINNINGS OF OUR NATION

*History*—Rapid review of the explorations by Spanish, Portuguese, French, English, and Dutch; study of early attempts of these nations to colonize America; study of history of Spain and Holland at this time as needed to explain their part in early explorations; growth of the thirteen original



colonies up to the beginning of trouble that led to Revolution; somewhat detailed study of life and customs in Virginia, Massachusetts, and New York, as types; parts of English and French history that throw light upon this period of American history, as parts of the reigns of Elizabeth and of James I, the coming of the Cavaliers as explained by events of the Great Rebellion, the rivalry between England and France that led to struggles between their colonies in America. More detailed study of history of Virginia up to the Revolution, during last part of the year.

*Geography*—Study of geographical features of Spain and Portugal and of Holland as needed. (See *Holland* under *Our Heritage*, p. 120.) Review of geography of England and France as needed; review of geography of North America, especially the Appalachian Highlands and Atlantic slope.

*Reading and Literature*—Review of parts of Longfellow's "The Courtship of Miles Standish" (See *Thanksgiving* under *Special Days*, p. 127); Washington Irving's "Rip Van Winkle" studied as literature and used for oral reading; stories of Ezekiel Fuller and Jonathan Dawson in *Ten Boys* used for easy oral reading; sketches from Irving's *Knickerbocker History of New York*, and from Mary Johnston's *To Have and to Hold* read to class; selections from Cook's *Stories of the Old Dominion* read silently by class.

*Language*—Dramatization of scene in queen's garden between Sir Walter Raleigh and Queen Elizabeth over the naming of Virginia, for practice in writing interesting conversation; dramatization of scene in the Virginia Assembly between Governor Berkeley and Bacon just before Bacon's Rebellion; conversation about colonial customs to organize material, and letters written as from one colony to another in early days, picturing characteristic customs and scenes (letters folded, sealed, and addressed as in old days), for practice in writing interesting letters, and in vivid description; an original ending to an Indian story begun by the teacher and involving conversation, special attention being given to cases of pronouns and to use of adverbial clauses; an account of an imaginary trip in a stage coach between New York and Virginia, for description from a changing point of view; programs and invitations to colonial program given on Virginia Day. (See *Special Days*, p. 131.) Spelling lessons made up of difficult words needed in language, tests, and assignments, and needed rules drilled upon.

*Excursions*—To several houses of historic interest to see relics of colonial days.

*Drawing*—Pose drawings of boys in Dutch and colonial costumes; study of poster designs, and the making and decorating of posters to announce Virginia Day program; original designs drawn and painted, and Old English letters drawn, both for block prints.

*Sewing*—(See *Thanksgiving* under *Special Days*, p. 127, and *Home and Community*, p. 126.)

*Industrial Work*—Designs cut on blocks for block prints; a few small, simple household articles whittled out of wood by the boys, after the fashion of colonial boys.

*Music*—"The Old Stage Coach" (110) for sight-reading; Mozart's "Minuet" (92) for two-part work; "Spin, Lassie, Spin" (40 b) by rote; "Let Him in Whom Old Dutch Blood Flows" (110) by rote.

*Physical Training*—Virginia reel (118) and minuet (122).

## HOME AND COMMUNITY

NOTE.—Many of the things listed below are taught also as part of *Our Heritage from Other Nations* and from individuals.

*Elementary Science*—Study of sanitation and its relation to preventable diseases; the town water and sewerage systems, care of streets, sidewalks, etc.; special attention given to community health. Simple scientific truths taught through study of everyday conveniences, and of notable inventions that affect the lives of the children either directly or indirectly, as the steam engine, the printing press and the development of books, telegraph, cable, telephone, wireless, the graphophone, the compass, the thermometer and barometer, automobile, moving pictures, aeroplanes, etc. (For science taught see *Elementary Science* for this grade, p. 203.)

*Civics and History*—Simple history of each of the inventions, emphasizing the country to which we are indebted for each, taught, and also a little of the life and work of the inventors. Review of town civics as taught in Grade V; study of government of our county and state and their relation to the town government. (See *Civics* for this grade, p. 177.) Very brief review of local history from Grade V, in connection with excursions to places of historic interest. (See *Excursions* under *Beginnings of Our Nation*, p. 125.)

*Arithmetic*—The uses of banks and how to write deposit slips and checks taught so that children can deposit their earnings; amount of money required to live comfortably estimated, and the incomes of some of the wealthy men of the town calculated, affording practice in fundamental processes and in applying principles of percentage both in interest and in profit and loss; the cost of fuel used in the children's homes estimated, giving rise to the need of studying cord measure; the new buildings going up in town discussed, and board measure studied in order to estimate the cost of lumber required; problems arising in connection with study of inventions solved; taxes studied, as one way the people help support the local and state governments.

*Language*—Friendly letters in answer to those received at home and containing accounts of picnics, lawn parties, entertainments, etc., written for further practice in telling things in an interesting, intimate way. Words needed in letters taught, and drilled upon in spelling period.

*Excursions*—To Normal School biological laboratory to study blood corpuscles and disease germs under the microscope; to water works to study filtering process; to Farmville *Herald* office; to telegraph and telephone offices; to laundry and factories to see steam used as motive power; to garage; to opera house to see moving-picture machine; to Normal School physics laboratory to make experiments with electricity, sound waves, etc; to banks, stores, and lumber mill, and to town and county treasurers' offices for information needed in arithmetic.

*Reading*—"Paper" and "The Song of the Stream" from Barnes's *New National Readers*, used for oral reading.

*Industrial Work*—Sewing: Porch pillows and kimono night gowns, for practice in running seams, French felling, padding and overcasting, embroidering, and working eyelets. (See *Christmas* under *Special Days*, p. 128.) Patching a corner tear, and darning stockings and a corner tear in flannel; embroidering a scarf, and scalloping collar and cuffs for dress, sewing apron and towel with cross stitch border. Construction work: Book stall, flower-box, mending furniture, caning chairs, making fibre seats, and concrete flower pots. Cooking: Eggs in different ways; batters, air and eggs used to lighten; soap and candles, brown bread, baked beans, corn bread, ginger bread. Poultry: Hens cared for and eggs sold.

*Drawing*—Block print designs, made while studying colonial customs, adapted to use on pillows and stamped on them.

*Music*—Many hymns used in church taught in chapel exercises, and the children encouraged to sing their songs in the home. (Listed under *Music*, p. 271, *School Needs*, p. 137, and *Our Heritage*, p. 114.)

## SPECIAL DAYS

### HALLOWE'EN

*Literature*—Selections from Burns's "Hallowe'en" and "Tam O'Shanter" read to class and interpreted by teacher.

*Language*—Conversation in which our own customs are discussed and compared with those of the Scotch, to give practice in telling things interestingly. Letter describing a Hallowe'en party, real or imaginary, for practice in writing entertaining letters.

*Music*—"Hallowe'en" (39 d) reviewed from Grade V for enjoyment.

### \*THANKSGIVING

*History*—History of the Pilgrims in England, Holland, and America.

*Language*—Compositions on the Pilgrims in England, Holland, and America, especially to emphasize and give practice in getting unity in paragraphs and connection between them. Dramatization of Longfellow's "The Courtship of Miles Standish," giving practice in changing from indirect to direct quotations. Practice in writing programs and invitations.

*Literature and Reading*—"The Courtship of Miles Standish" studied for appreciation, and selections memorized by entire class. Used also for practice in oral expression. Psalm C studied and memorized.

*Drawing*—Backs for Thanksgiving programs or booklets, to give practice in accurate space division and lettering, and in the decorative treatment of landscapes, either a bit of the primeval forest, or a water scene showing the departure of the Mayflower.

\*For typical Thanksgiving programs, as given by Grade VI, see page 285.

*Arithmetic*—Practice in fractions as needed in dividing space for lettering program or booklet.

*Sewing*—Dresses, caps, collars, and cuffs made to be used in the Thanksgiving entertainment, to give experience in cutting by patterns, running seams, French felling, hemming, putting on bindings, sewing skirt to waist, and putting in sleeves.

*Music*—"A Harvest Song" (110), "We Thank Thee" (26), to review and give practice in Key of B flat; "Praise God" (40 c), with special attention to change in time signature; "The Landing of the Pilgrims" (41 b), for special work on expression; "Spin, Lassie, Spin" (40 b), for practice in sight reading in Key of E; "In Holland" (Art Cycles), taught by rote, if needed for program.

*Physical Education*—Soldier Drill, if needed for program.

## CHRISTMAS

*Language*—Oral and written language work on Christmas customs in old England and other European countries, as Germany, France, Holland, Norway, and Sweden, for vividness of description and special practice in the use of commas. Study of figurative language, especially simile and metaphor, in Lowell's "The Vision of Sir Launfal."

*Literature*—Lowell's "The Vision of Sir Launfal" studied for the beauty of the language and the splendid Christmas lesson as to the right sort of giving. Selections from this memorized, and also the description of an old English Christmas from Scott's "Marmion." "The Oak of Geismar," the story of the first Christmas tree, read to class for appreciation.

*Reading*—Parts of "The Vision of Sir Launfal," and appropriate Robin Hood ballads read from Lucy Fitch Perkins's "Robin Hood," for practice in giving the thought in poetry and rhyme.

*Drawing*—Backs for Christmas booklet designed and made for further practice in space division and lettering, and the selection and working up of appropriate design, as boar's head, old English carol singer, or stencil design, using holly or mistletoe. Calendars and match scratches decorated with original snow scenes in tones of gray, or scenes cut from drawing book and colored, for practice in selecting, mixing, and putting on color.

*Music*—Old English carols, as "Christmas Day in the Morning" (35), "Christmas Carol" (20), "God Rest Ye, Merry Gentlemen" (42), etc., for practice in singing by note and in good tone in the various keys; "Silent Night," and Redner's "O Little Town of Bethlehem" (43), soprano reviewed and alto learned, for practice in singing in two parts.

*Sewing*—Bag or whisk-broom holder embroidered and made, to teach the Wallachian stitch and to give practice in covering cardboard smoothly. Simple gifts of lace and silk, to afford opportunity for study of these materials.

*Geography*—The toy industry of Germany.

*Arithmetic*—German money as needed in estimating profit on toys imported from Germany, to give practice in the fundamental processes and in working with denominate numbers. A little of customs and duties in the same connection.

*Physical Education*—"Sir Roger de Coverley Dance" for grace and ease of movement.

#### LEE'S AND JACKSON'S BIRTHDAYS

*History*—Lee and Jackson compared with each other and with other great generals. A little talk about the causes for which other great generals fought and the one for which Lee and Jackson fought. Narrow sectional feeling discouraged.

*Literature*—Father Ryan's "The Sword of Lee" memorized.

*Reading*—"The Blue and the Gray," *Graded Poetry Reader*, read for oral expression.

*Music*—"The Bonnie Blue Flag" and "Dixie" as published by the U. D. C. Songs of the nations reviewed for enjoyment.

#### ST. VALENTINE'S DAY

*Language*—Composition on the origin of valentine customs, with special emphasis upon sentence structure and the use of "ing" and prepositional phrases. Original rhymes for valentines to teach meter in a simple way; simple poems scanned.

*Drawing*—The study of appropriate designs and the making of attractive valentines. To secure further practice in

pose drawing, little Dutch figures in various poses suggestive of appropriate rhymes may be used for decoration, Holland being studied about this time.

#### WASHINGTON'S BIRTHDAY

*History*—Brief study of colonial customs and of Mount Vernon and the relics of colonial days preserved there.

*Language*—Composition on the Washington family in England and America, for further practice in making a connected, well-balanced short story out of a long one, and for practice in getting connection between paragraphs. Composition on Mount Vernon, a typical colonial home, for practice in describing a thing from different points of view.

*Drawing*—Backs for booklet, using as decoration colonial gentleman, done in flat tones with heavy outline. Further practice in lettering and spacing for speed and skill.

*Music*—"The Recessional" (30), with special emphasis upon expression and syncopation; "God of Our Fathers, Whose Almighty Hand" (43), for practice in singing parts of the chromatic scale in the Key of F.

*Physical Education*—Newton's "Minuet" (45).

#### \*LONGFELLOW'S BIRTHDAY

*Language*—Short written composition on the life of Longfellow, stressing the selection and organization of material in making a long story short. Invitations and programs for entertainment written for practice.

*Literature*—Several short poems and selections from longer ones by Longfellow memorized.

*Reading*—Selections from "The Courtship of Miles Standish" reviewed for fluency, and selected poems from *The Children's Hour and Other Poems* read for practice in sight reading.

*Music*—"The Children's Hour," "The Village Blacksmith" (chorus), White-Smith Publishing Co.; "She Sleeps, My Lady Sleeps" (two-part), "The Bridge," "To the River Charles" (125).

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\*A typical Longfellow program will be found on page 287.

## ST. PATRICK'S DAY

*History*—Story of St. Patrick and his work for Ireland.

*Music*—"The Wearing of the Green," *Songs of the Nations*, with special attention to tone, enunciation, and breathing.

*Drawing*—"The Wearing of the Green" illustrated with the shamrock for practice in drawing with pen and ink.

*Language*—Irish jokes told for practice in telling jokes effectively.

## EASTER

*Language*—Written composition on the origin of Easter and the significance of Easter symbols, to give practice in the use of adjective and adverbial clauses instead of a number of independent clauses.

*Drawing*—Easter cards decorated, using early spring flowers, to give practice in painting from nature without pencil sketch, and in artistic arrangement of decoration.

*Music*—Clayton John's "Easter" (32), Victory (126).

## VIRGINIA DAY, MAY 13

A program is given made up of selections from the work done in studying early colonial life in Virginia, such as a description of Virginia as the first colonists saw it, an imaginary conversation between Raleigh and Queen Elizabeth as to the naming of the new colony; short history of Virginia as a royal colony; description of life on an old Virginia plantation; colonial letters picturing scenes and customs of colonial days, etc. (See *Physical Training* and *Music* under *Beginnings of Our Nations*, p. 125.)

## SEASONS

## FALL

*Drawing*—Color notes of fall flowers, weeds, trees, and sunset skies; pencil sketches of weeds from copies in text and from nature; milkweed pods sketched in charcoal or painted in tones of gray; cat-tails in tones of brown on graded background; landscape, selected from text with finders, tinted in autumn colors from observation of nature, and used to illustrate short selections descriptive of autumn.



*Language*—A written description of a walk through the country in autumn, especially for practice in using figurative language. Many selections descriptive of autumn studied for appreciation and for illustrations of the use of figurative language, and some of them memorized. (See *Literature* below.) Words needed in language, or other subject taken up in spelling period.

*Reading and Literature*—Shelley's "Cloud" (120) and Keats's "To Autumn" (120) both studied and read for appreciation and for practice in getting thought when the sentence structure is involved. Selections from Longfellow's "Autumn," Lowell's "An Indian Summer Reverie," Whittier's "Autumn Thoughts," Kipling's "Still the Pine Wood Scents the Noon, etc.," Helen Hunt Jackson's "November" studied for appreciation, and memorized. "September" (24) and Helen Hunt Jackson's "October's Bright Blue Weather" (41 a) re-used.

*Nature Study*—Incidental study of fall flowers and plants and the dissemination of seeds; planting and care of flowers in the schoolroom.

*Elementary Science*—The science of autumn coloring.

*Music*—"September" (24) and "October's Bright Blue Weather" (41 a) reviewed for enjoyment, expression, and tone. "Spirit of the Summer Time" (41 a) learned partly by note for practice in two-part singing. "Harvest Song" (110) for sight-reading.

*Geography*—Beginning of the observation of the constellations, Orion and Ursa Major, as data for the proof of the earth's rotation. Altitude of the sun and the north star measured at autumnal equinox as a means of determining latitude. Study of causes for days and nights being of equal length at this time.

*Arithmetic*—Use of shadow sticks, and measurement of angles continued in connection with geography.

## WINTER

*Language*—Conversation lessons on the pleasure which winter affords, for vividness of description and interesting narration, and for practice in talking in complete sentences. Debate on the question, "Resolved that boys and girls have more fun in winter than in summer," to develop self-confi-

dence, and to overcome self-consciousness so natural to this age, and to give practice in holding to the subject and in presenting arguments logically. Lowell's description of winter in the "Vision of Sir Launfal" memorized, and his "The First Snowfall" re-used.

*Literature and Reading*—Selections about winter from *Elson's Grammar School Reader*, Book III, read orally.

*Drawing*—Snow scenes painted in tones of gray and used as decorations for calendars or match scratchers. Beginning of study of parallel perspective through the observation of winter landscapes.

*Music*—Shakespeare's "Blow, Blow, Thou Winter Wind" (32), "Jolly Winter" (126), by rote for enjoyment and appreciation.

*Geography*—Observation of Orion and Ursa Major continued. Sun's angle measured at winter solstice and compared with that at autumnal equinox. Study of the cause of difference in length of night and of day observed.

*Arithmetic*—Further practice in use of shadow sticks and the measurement of angles.

## SPRING

*Reading and Literature*—Ballads from Lucy Fitch Perkins's "Robin Hood" read by teacher and memorized by class; Pippa's song from Browning's "Pippa Passes" (123); Wordsworth's "The Daffodils" (124); Tennyson's "Flower in the Crannied Wall" (61 g); "A Laughing Chorus" (123); prelude to first part of Lowell's "Vision of Sir Launfal"; lines on spring from the Bible, Solomon's Song II, 11-12, studied for appreciation and used as a basis for language lessons; Shakespeare's "Puck and the Fairies" (120) read; selections about spring from *Elson Grammar School Readers*, Book III, read orally; many poems of other grades re-used for enjoyment and to fix them in the memory.

*Language*—Conversations on the changes going on in nature all around, and on the beauty and meaning of the season. Written compositions on "Joyous Spring," using the Bible verses "For, lo, the winter is past, etc.," each clause as the opening sentence of a new paragraph. This affords opportunity to stress the unity of paragraphs and connection between them, and to give practice in beginning each with a

topical sentence. Oral and written reproduction of the story of Browning's "Pippa Passes" for interesting narration and description from a moving point of view, using figurative language for vividness. Simile, metaphor, and personification taught in connection with this work.

*Drawing*—Spring landscapes containing water painted in tones of gray; spring flowers painted for practice in free-brush work, and for use in illustrating poems and compositions; May baskets made and decorated to be carried around on the first day of May, for practice in working out designs from conventionalized flower and other forms, and for practice in construction and pattern drawing requiring accurate measurements.

*Nature Study*—Observation and study of spring plants and flowers in connection with nature poems, etc.

*Music*—"Rollicking Robin" (24) by rote for practice in difficult intervals and good tone; "Now Is the Month of Maying" (40 c) partly by rote and partly by note; "Spring Waltz" (125) and Haydn's "Song of the Brook" (125) by rote for tone and rhythm; "May Day" (125) for two-part work; Gluck's "Answer of the Flowers" (125); Mendelssohn's "Maybells and Flowers" (126); "Spring Song" (125) and "Robin Hood" (137) partly by note and partly by rote. Songs of other grades reviewed for enjoyment and to keep them from being forgotten.

*Geography*—Work of other seasons continued; vernal equinox studied, and sun's angle measured and compared with measurements at other seasons. Review of causes of change of season.

*Arithmetic*—Work of other seasons continued.

*Physical Education*—"May Pole Dance" (122), used in May Day exercises as on May Day in Old England; improvised dance with flower chains, to be danced to the song, "Spring Waltz."

## STORY LIFE

The small number of stories listed under this Center of Interest does not indicate that the course of study does not provide for the development and utilization of the child's natural love for stories. The subject matter under the other Centers of Interest is so rich in possibilities that many stories grow naturally out of them. The value of such stories is

doubled, since they stimulate interest in the subject matter out of which they grow, and at the same time appeal more strongly to the child because of his broader experience and increased ability to understand and appreciate. Stories of this nature are considered under the other Centers of Interest.

*Literature and Reading*—Annie Fellows Johnson's "The Little Colonel" series, especially "The Little Colonel's House Party," read to the children; one or more scenes from the latter dramatized; Ouida's "Dog of Flanders" and "The Nürnberg Stove" used for oral reading in connection with the study of Belgium, Germany, and Austria; Hawthorne's "The Great Stone Face" studied and read for appreciation and expression.

*Language*—Several original stories written, the first part being sometimes suggested by the teacher.

## PLAY

*Physical Education*—Games: "Object Passing," "Three Deep," "Stealing Sticks," "Beast, Bird, or Fish," "Last Couple Out," "Jump the Shot," "Keep Moving," "Old Woman from the Wood," "My Lady's Toilet," "Blackboard Relay," "Dodge Ball," "Indian Club Race," "Poison Snake," "One-legged Goose" (all from 46); "Basket-ball"; "Base-ball"; "Jumping Rope"; "Dumb-bell Race."

Dances: "Quadrille," "Virginia Reel," "Vintage Dance" (48); "Ace of Diamonds," "Irish Jig" (118); "Minuet," "Milk Maid's Dance," "May-pole Dance" (122).

*History and Geography*—The use of contests, games, and imaginary trips and situations.

*Literature and Reading*—Dramatization of Longfellow's "Courtship of Miles Standish."

*Language*—Simple dramatization of many scenes in history, as those between Berkeley and Bacon in the Virginia assembly, Sir Walter Raleigh and Queen Elizabeth over the naming of Virginia, Captain John Smith and Pocahontas, etc. Original rhymes for valentines and for fortunes at Hallowe'en; conversations for some of the history dramatizations written; speeches written when needed in dramatizing "The Courtship of Miles Standish"; practice in changing from indirect to direct quotations; scenes from "Robin

Hood" dramatized in connection with May Day; impersonating colonial children when writing colonial letters. Spelling words drawn from language work.

*Arithmetic*—Fraction games and dominoes; matches and other contests.

*Industrial Work*—Pilgrim costumes; bows and arrows; Jack-o'-lanterns for Hallowe'en; cutting and mounting trees for play; May Day costumes partly made.

*Drawing*—Valentines drawn and painted; Hallowe'en decorations; posters to announce play, etc.

*Music*—Songs needed in dramatizations and games. (See *Thanksgiving*, p. 128, and *Sources of Games*, p. 290.)

### SCHOOL NEEDS

*Sewing*—Work bags for school sewing material made, to give practice in covering round cardboard smoothly, and in French felling, whipping, hemming, and making button-hole stitch; covers for school tables, for practice in hemstitching (see *Drawing* below); cloth covers for supplementary readers made. (See *Sewing*, p. 136, under *Play*.)

*Industrial Work*—Chamois penwipers; book stalls for school tables; portfolios for drawings (see *Drawing* below); booklets, in which to preserve home or other work, put together; supplementary readers for the grade repaired as needed; a notebook made.

*Drawing*—Penwipers, portfolios, and book covers decorated to afford opportunity for the study of design and practice in selecting appropriate ones; book covers lettered and properly spaced.

*Elementary Science*—Study of uses of oxygen and other elements in the air, and the need of proper ventilation in a schoolroom (see *Home and Community*, p. 125); study of the thermometer.

*Arithmetic*—The number of cubic feet of air space in the schoolroom estimated, measured, and compared with number necessary for healthy ventilation; percentage of attendance for week and month found for practice in applying principles of percentage; estimating amount of material for school use needed and cost thereof; practice in accurate measurement

through the making of portfolios, book backs, and book stalls; fraction work in dividing space for lettering on backs of books.

*Physical Training*—Exercise given at intervals during the day for rest and relaxation.

*Music*—A number of hymns from grade hymnal (156) and other hymns, such as "Like as a Father" (32), "Abide With Me" (110), "The Lord Is Mindful of His Own" (99), learned partly by rote and partly by note, for use in chapel exercises.

*Language*—Memory gems and Bible selections memorized and recited in chapel exercises (see *Class Journal*); daily assignments dictated; abbreviations used in assignments learned; business letters to order pictures, etc., written; poems and songs copied into notebooks. Words needed in writing assignments, letters, etc., drilled on in spelling period.

# GRAMMAR AND LOWER HIGH SCHOOL GROUP

GRADES VII TO IX. AGES ABOUT 12½ TO 15

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## SIGNIFICANT INSTINCTS AND CAPACITIES AND THEIR DEVELOPMENT

[See note under KINDERGARTEN, p. 21.]

*Physical Characteristics*—When children are in Grades VII, VIII, and IX, they are passing through a period of rapid growth. On account of physical changes there is awkwardness, moodiness, and self-consciousness. It is a time of instability and contradictions. Because of the intimate relationship of general welfare to physical condition, health is a very important factor. To this end daily exercise in organized games, folk dancing, and corrective gymnastics are given. Hygiene and sanitation are part of the course of study.

*Social Instinct*—The social instinct which is developing very rapidly should be controlled and directed. The aim is to make self-directing, self-supporting citizens. To this end social, economic, and industrial history, with commercial and industrial geography, is stressed; and industrial and recreative exercises are used.

*Imagination*—This period marks the dawn of a new life. Imagination is now idealistic and creative. Life becomes more subjective. The children are picturing the future with its teaming possibilities. The aim is to utilize this instinct in the formation of high ideals which will result in worthy achievements. As a means to this end a study is made of the lives of great men and their achievements in art, literature, science, and the industries.

*Imitation*—Imitation becomes more slavish, and hero worship is a dominant characteristic. The school aims to enlarge the horizon and to give opportunities for making the best choice. This is done through the social life of the school and through a variety of types and models selected from literature and biography.

*Pugnacity and Self-assertion*—These instincts are shown mainly in debate and argumentation. The aim is to develop

initiative and good fellowship. Clubs and class discussions are educative forces.

*Migratory and Collecting Instincts*—In making use of these instincts the aim is to develop observation and investigation. Excursions, the furnishing of a museum, information from the press, and current events provide means for securing these aims.

*Memory*—This capacity is reinforced by a multiplicity of associations. The experience of the children, like the woof, is relating past and present to their own lives and interests. It is the aim of the school to help the children use the past as a means of interpreting present situations. The progress of our ancestors, and how they overcame and used their environment is made a subject of study.

*Reasoning*—Reasoning is now more logical, and the school, in strengthening this capacity, makes use of arithmetic, science, and moral situations and life problems as they arise.

## GRADE VII

### DISTINCTIVE CHARACTERISTICS AND THE CENTERS OF INTEREST

For typical children the seventh grade marks the entrance into the stage of early adolescence; this year completes the transition from childhood to early youth. For this reason special care is needed to conserve the desirable tendencies and habits already established, and at the same time to establish and promote the desirable ones that are now possible because of the new growth.

Because of its rapid development at this time and because of its far-reaching importance, the *social instinct* is given special consideration. The rapid gain in imaginative power is also given special consideration. The increasing strength of these tendencies makes this period an especially good one for helping children to get larger views of life, to develop social ideals, and to lay the foundation for broad-minded citizenship. To this end much is made of *group activities* and much of the work also centers around the two large interests: *The Growth of Our Nation Into a World Power* and *Other World Powers of To-day*.



The Centers of Interest of the grade are:

- I. Growth of Our Nation Into a World Power (Virginia's contributions in detail).
- II. Other World Powers of To-day.
- III. The Seasons.
- IV. Special Days.
- V. Group Activities.
- VI. School Needs.

## SUBJECT MATTER SELECTED AND ORGANIZED ACCORDING TO CENTERS OF INTEREST

### GROWTH OF OUR NATION INTO A WORLD POWER

#### 1. THE WINNING OF AMERICAN INDEPENDENCE

*History*—Causes of the Revolution considered in detail, British plan to subject colonies, and principal events of the war. Results of the war and condition of the country at close of the war. France's aid; England's relation to France at this time.

*Literature and Reading*—Emerson's "Concord Hymn," Longfellow's "Paul Revere's Ride," Holmes's "Grandmother's Story of Bunker Hill," Irving's "Rip Van Winkle," read by class.

*Language*—Topical recitations and class reports required in history class to give practice in condensing and organizing material. Supposed conversations between noted Revolutionary characters written to give further practice in punctuation. Some sayings from *Poor Richard's Almanac* memorized, and original maxims written.

*Spelling*—New or unusual words studied and all misspelled words corrected from the board.

*Geography*—Topography of the United States reviewed as needed to better understand the plan and result of various campaigns of the Revolution.

#### 2. THE CRITICAL OR FORMATIVE PERIOD

*Civics and History*—Government of the colonies under Articles of Confederation contrasted with our government to-day. The function, plan, and efficiency of our present

national government taught in detail; 1789 emphasized as the birth date of our nation.

*Arithmetic*—Government Revenues studied to show how our government is supported financially.

*Language*—Reports from *Current Events* concerning government matters and the indexing of the papers begun.

*Drawing*—Cover designed for class newspaper.

*Industrial Arts*—Binder made for *Current Events*.

### 3. PERIOD OF NATIONAL DEVELOPMENT

*History*—Growth in territory, population, industries, government, wealth, and commercial facilities. The establishment of commercial freedom made clear through a study of the War of 1812. The Monroe Doctrine as our policy toward European nations. Questions concerning sectional differences, "spoils system," and currency difficulties.

*Literature*—Mark Twain's "Travels at Home," Kipling's "The Explorer," Bacheller's "D'ri and I," and Hale's "A Man Without a Country," read to class. American literature noted, the prominence of New England being marked.

*Language*—Book reviews from magazines read to class preparatory to having a review of "D'ri and I" written. A letter written by the daughter of a "Forty-niner" to some friend left in the East.

*Spelling*—Words studied as needed from history, literature, and current events. Spelling list kept by class and misspelled words studied from blackboard.

*Arithmetic*—Bonds studied to show how the United States may borrow money from its citizens to carry out certain projects. The banking topic begun.

*Geography*—Maps made showing growth in territory. Resources of sections added recalled by class to see their value to the nation.

*Music*—"Star Spangled Banner," "Columbia," and "America" (99) re-used; Keller's "American Hymn" (99) taught in two-part.

### 4. THE CIVIL WAR PERIOD

*History*—The Civil War studied as a retarding influence upon the growth of our nation. Causes, memorable events, and results of the war. Heroes and statesmen of this period.

*Literature*—The South's contribution to American literature considered at this time. Stories and poems read to class: Page's "Marse Chan," Ryan's "Sword of Lee," James Lane Allen's "Two Gentlemen of Kentucky," and Irwin Russell's "Christmas in the Quarters." Selections read by class: Ryan's "Conquered Banner," and Timrod's "Spring." The following Southern authors who have written of war times introduced either through selections or characterizations of their writings: Mary Johnston, Ellen Glasgow, John Esten Cooke, Joel Chandler Harris, Mrs. Pynella, and Mrs. Pryor. Northern literature produced by this period noted: Lincoln's Gettysburg speech, and Whitman's "O Captain! My Captain!" read by the class. Mary Shippen Andrews's "A Perfect Tribute" read to class to give an appreciation of Lincoln as a man.

*Language*—A short biography given orally of the Civil War hero most admired. A letter written from Atlanta after Sherman's March to the Sea. A Northern editorial written justifying the Emancipation Proclamation. A paper prepared out of class showing that the war ended as it should have for the best interests of the nation.

*Spelling*—Words studied as needed in literature and history.

*Geography*—The topography of the battle grounds and location of cities reviewed as needed.

*Music*—"Dixie" (99); "Lorena" (42); "Bonnie Blue Flag" (42), and "America" (99).

## 5. PERIOD OF NATIONAL EXPANSION

*History and Current Events*—Condition of the United States just after the Civil War compared with the condition to-day. Reconstruction period considered in detail. Growth of our country in territory, population, industrial activities, commercial facilities, education, and legislation from the Civil War to the present date. Development of the West. The Spanish-American War regarded as a test of nationalism and as a means of establishing the United States among the world powers. Civil service, tariff, and currency reforms, capital and labor problems, the peace movement, immigration, and other topics of national interest discussed from current events and their historic development followed. The United States

regarded as a world power, noting in review the characteristics that give her that rank.

*Geography*—A view of the United States from world map, showing detached possessions and her position in relation to other great countries of the world. Geographical facts conducive to the growth of our nation gathered from class as review of Grade V detailed study of the United States.

*Language*—Reports from class newspaper on current topics to gain ease in manner and more grammatical English. Debates on questions of national interest to-day, e. g.: That immigration should be more restricted. Business letters, including orders, applications, and receipts stressed. An original story written, the plan being to bring back some noted character of the early sixties and subject him to the many changes that have taken place since that time.

*Spelling*—Words studied as needed in reading, literature, history, geography, or current events.

*Literature*—A view of our national literature given by means of a review of previous work. Special attention paid at this time to Westward Expansion stories and poems. The following are read to class: Selections from Roosevelt's *Winning of the West*, several from O. Henry's *Heart o' the West*, and some selections from Bret Harte's Western stories.

*Arithmetic*—Growth of our nation along various lines expressed by ratios, percentages, and graphs.

*Music*—"Hail Columbia," "My Own United States" (98) and "Land of Greatness" (40 d) taught for sight-reading and two-part values.

## 6. VIRGINIA'S CONTRIBUTION TO THE NATION

*History and Current Events*—Age of Virginia considered, original grant defined, and makers of American history who have come from Virginia recognized. The part taken by the home State in all great national questions marked as development of the nation is considered. Virginians mentioned who are figuring in affairs of national import to-day.

*Geography*—Location of historic places and natural curiosities found in the State. Products noted that are peculiar to the State or particularly valuable to the United States in furthering her domestic and foreign commerce, e. g.: peanuts,

tobacco, oysters. The topography of State seen as history is considered.

*Literature*—Virginia writers given special mention when Southern literature is considered.

*Language*—Class reports made from facts gathered relative to the part Virginia has played in the growth of the nation. These facts organized and a class composition written on "My Home State." Imaginary conversation between a Virginian of to-day and one who lived before the Civil War.

*Physical Training*—Re-use of the Virginia Reel and the Minuet.

## OTHER WORLD POWERS OF TO-DAY

The British and German Empires, France, Russia, and Japan, are regarded as world powers and studied in a comparative way, using the United States as a basis for comparison. A world map is kept before the class so that these countries may be seen in their proper relation to each other. The language work that grows out of this study consists chiefly of oral class reports, though one paper is required on "World Powers of To-day" which affords opportunity for learning to make fitting introductions and gives practice in paragraphing. Children are encouraged to visualize certain words that occur in *Current Events*, and are held responsible for these words in written work on the world powers.

### 1. BRITISH EMPIRE

*Geography*—Great Britain and all overseas possessions located. Special study made of trade routes and strategic points held by Great Britain. Value of her colonies noted from a standpoint of resources and position. Vastness of English domain brought out.

*History*—The marked development of Great Britain during the Victorian Age studied under the following heads: population, wealth, industries, territory, administration of government, foreign relations, and education. (See Andrews's *Short History of England*, pages 403-407.) The reign of Edward VII marked as one that stood for promotion of international peace. Irish Home Rule Bill and the bill for extension of suffrage discussed.

*Literature*—The life of Dickens studied and his work as a reformer shown through a characterization of his works by the teacher. His "Christmas Carol" read by class and children urged to read "Ten Boys" from Dickens and "Ten Girls" from Dickens. Kipling's "Recessional" re-used and the occasion for which it was written. Irving's "The Voyage" and "Westminster Abbey" read to class, and emphasis placed on the fact that Irving was the first American author recognized in England.

*Arithmetic*—Graphs made to show vastness of the British Empire as compared with other powers. Problems stated and computations made to fix the extent of England's possessions.

*Music*—"God Save the King" (99) sung in two-part. Kipling's "Recessional" (43) re-used.

## 2. GERMAN EMPIRE

*Geography*—The location of Germany considered with reference to other European countries. Detached possessions located and their value to the mother country estimated. Products and industries of Germany recalled from the detailed study of that country in Grade VI.

*History*—The establishment of the German Empire and the German Industrial Awakening traced back to the Franco-Prussian War. Characteristics of the German people recalled to show how they have wrought out a great nation. The military power of Germany stressed and a reason for her strength seen. (See "The German of To-day," *North American Review*, February, 1912.) Statistics given to show Germany's rank to-day as a world power. (See *World Almanac*.)

*Arithmetic*—Comparisons with other countries worked out by graphs, stated in ratios or by percentages.

*Music*—"The Two Grenadiers" (99), a ballad of the Franco-Prussian War sung for further practice in improving tone quality and sight-reading. "The Watch on the Rhine" (99) re-used and sung in two part.

## 3. FRANCE

*Geography*—France and her detached possessions located. Area and resources compared with other powers.

*History*—The French Revolution and the period immediately following given class in the form of a story. A brief biography of Napoleon given, making his conquests and the sale of Louisiana to the United States prominent. The existence of the present form of government in France traced back to 1871 when republic was finally established. The wealth and influence of France to-day discussed by class from statistics gathered from *World Almanac* and *Current Events*.

*Literature*—The story of "Jean Valjean" adapted from Hugo's *Les Miserables* read by many children of the grade. Hugo's description of the Battle of Waterloo read to class from the same story.

*Arithmetic*—(See outlines above.)

*Music*—"The Marseillaise" (99) sung for further practice in sight-reading and expression.

#### 4. RUSSIA AND JAPAN

Russia and Japan studied similarly, the Russo-Japanese War being the only history that is discussed concerning each.

### SEASONS

#### FALL

*Literature*—"The Huskers," "The Corn Song," "The Lumbermen"—all from Whittier's "Songs of Labor" (76)—are studied in connection with Bryant's "Autumn Woods" (42); Whittier's "Indian Summer" (76), Riley's "When the Frost Is on the Punkin" (69), Withrow's "October" (42), which are read to class for enjoyment and appreciation. In the study of Whittier's "Songs of Labor," the class is not only brought to enjoy the fall season more, but Whittier's way of dignifying labor appeals to the moral sense of the individual.

*Reading*—Irving's "The Legend of Sleepy Hollow" read by the class, special attention being given in the oral reading to the descriptive selections and parts containing rapid narration.

*Drawing*—Sketching and painting autumn trees and landscapes with a view to giving a fuller appreciation of autumn coloring, as well as helping the child to be more skillful in reproducing what he sees.

*Language*—Conversation lessons on the vacation just past and signs of the approaching autumn furnish an opportunity to find out prevalent errors in oral expression. Later on, conversation lessons are based on excursions to the woods or fields and upon the *poet's* appreciation of nature. Through these lessons, errors are corrected and a chance is given to apply a topic that is running in grammar: "How to make our language more effective through modifiers." A "bacon bat" in the woods gives occasion for a testing of descriptive and narrative ability of individuals. Letters are written to tell of an imaginary corn-husking attended by the writer. This is based upon the work in literature and is designed to emphasize the form and content of an attractive and interesting personal letter.

*Nature Study*—Flowers are brought from the individual gardens planned and planted by children in the spring. These and the wild flowers or autumn leaves furnish schoolroom decoration. The autumn equinox is observed and the relative length of day and night is noted. Questions are recorded concerning the above that are to be answered in the spring as mathematical geography is studied.

*Music*—"October's Bright Blue Weather" re-used for enjoyment. Bellini's "Now the Reapers' Work Is Done" (42) sung in two part.

#### WINTER

*Literature*—Whittier's "Snowbound" studied and many lines descriptive of the snow season memorized. Lowell's "Winter" from "The Vision of Sir Launfal" (66) re-used; lines memorized from Emerson's "The Snow Storm" (76) and Lowell's "The First Snow Fall" (42).

*Language*—The literature for this season and the sports enjoyed by class furnish interesting topics for class reports and easy conversation. The following subjects have proved helpful in developing fluency in writing and accuracy in the use of principles already taught concerning the form of papers and avoidance of prevalent errors. "Coasting on Buffalo Street" for local paper; "The Brook in Winter," a personification, written for school magazine.

*Drawing*—A snow scene illustrating some thoughts from "Snowbound."

*Nature Study*—The snow crystals observed under microscope.



### SPRING

*Literature*—Many short poems by various authors studied or read during this season and gems memorized descriptive of spring. The following poems are used: Timrod's "Spring" (66); Felicia Heman's "Voice of Spring" (68); Wordsworth's "The Daffodils" (68), and "Lines Written in March" (58); Loveman's "April Rain" (42) is re-used, and with it are read Thomas Bailey Aldrich's "Before the Rain" (68) and some selections from Riley's season poems. Van Dyke's "The Song Sparrow" (42) and Tabb's "Clover" (66) read by class, and "June" from the "Vision of Sir Launfal" (66) re-used as a memory gem.

*Language*—Children encouraged to think again the thoughts of the poet and to use not only their thoughts but to quote their exact words in expressing the meaning spring has for them, together with the evident signs of the season. Letters describing a May Day celebration are written, also letters ordering garden seed, making requests for certain bulletins from Department of Agriculture at Washington. Nature rhymes and couplets or stanzas descriptive of certain months written for the *Focus*.

*Nature Study*—Individual gardens are planned and planted, besides the group work that is done on school flower plat for Grade VII. Flowers are kept on the teacher's desk and children are encouraged to bring to class specimens to illustrate metamorphosis of insects, unusual plant growths, etc. The vernal equinox is observed now as a basis for the study of mathematical geography.

*Music*—"Voices of the Woods" (99) sung by rote for enjoyment; "The Brooklet" (40 d) sung by note to apply the chromatic scale studied at this time; "Spring" (40 d) and "Morning Invitation" (42) sung in two-part; "Happy Spring Waltz" (42) sung in two-part.

### SPECIAL DAYS

#### \*HALLOWE'EN

*Reading and Literature*—A study of literature as influenced by a conception of the spirit world in its relation to our own,

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\*A typical Hallowe'en program is given on page 285.

the weird and jocular phase being emphasized. The Witches' Scene from "Macbeth" dramatized, and "The Headless Horseman" from "The Legend of Sleepy Hollow" is read by class for oral expression. Poem, "Hants! Child, Hants!" from manuscript, is read to class for enjoyment.

*History*—Origin of Hallowe'en and its significance in the beginning as compared with the Hallowe'en celebrations today. *Pictorial Review*, October, 1907, page 35.

*Language*—The Hallowe'en celebration written up by class and selection made for publication in the school magazine, to afford opportunity for vivid yet brief narration.

*Industrial Work*—Pumpkins cut for decorations and for use in Jack-o'-lantern drill, to give practice in the skillful handling of knife for producing facial expression. Costumes for drill made from old sheets, to give practice in improvising inexpensive costumes.

*Drawing*—Blackboard border for stencil design, using Hallowe'en symbols. Units made by entire class, and one selected for use.

*Physical Education*—Jack-o'-lantern drill, *Normal Instructor*, October, 1906.

*Music*—"Jack-o'-lantern Song" (136); "Hallowe'en" (39 d) re-used for program.

## THANKSGIVING

*History*—Our American Thanksgiving traced from 1621 until the present. President's proclamation read with the class.

*Bible*—The three Jewish feasts studied at this time, special attention being given to the Feast of the Tabernacles.

*Music*—"For the Beauty of the Earth" (42 or 43), selections from (44), "Now Thank We All Our Lord" (99).

*Physical Education*—"Harvest Dance" (48) with Sixth Grade for grace of movement.

## CHRISTMAS

*Bible*—Systematic study of Christ's life begun with the accounts of His birth as given by Matthew and Luke. Harmony of Gospels noted. Perry pictures used.

*Literature and Reading*—The spirit of Christmas taught through reading and dramatizing of Dickens's "A Christmas Carol." Van Dyke's "The Mansion," and "The Other Wise Man," are read to class for enjoyment and appreciation.

*Language*—Original stories written for the fourth grade children preceded by one or two oral lessons in which are discussed the kinds of stories that appeal to children, also the style of writing they like best. (Stories require narration with rapid action and much conversation. Description made vivid through careful choice of modifiers). Another oral lesson is given in which class recalls European customs studied in sixth grade, noting especially the ones we have adopted. Following this an appreciation of the universality of Christmas, better expressed, is gained through a study of Phillips Brooks's "Everywhere, Everywhere, Christmas To-night." Poem memorized.

*Music*—Gruger's "Silent Night" (43), Hofer's "What Child Is This?" (35), L. H. Redner's "O Little Town of Bethlehem" (43), "Cantique de Noel" (40 d), "The Yule Log" (42), "Hark, the Herald Angels Sing" (43).

*Drawing*—A book or magazine cover in conventional design from poinsettia—designs original.

*Physical Education*—"Holly Wreath Drill."

*Manual Training*—Bedroom slippers crocheted for gifts—slipper stitch.

#### \*LEE'S AND JACKSON'S BIRTHDAYS

*History*—The story of both lives reviewed and extended to include their Civil War career.

*Language*—Short biographical sketch of each life, stressing the service of each during the Civil War. A class debate on some question concerning the Civil War that will suppress bitterness of sectional feeling and stress the peace movement of to-day, besides giving further practice in argumentation.

*Literature*—"The Conquered Banner" and "The Sword of Lee," the latter re-used from Sixth Grade.

*Reading*—"Marse Robert Is Asleep," "Let Us Cross Over the River," and Lee's "Farewell Address to His Army."

\*For typical Confederate Day program, see page 286.

*Music*—"Stonewall Jackson's Way," "The Bonnie Blue Flag," "Tenting To-night," "Lorena," and "Dixie," "Sleep, Comrades, Sleep" (135).

*Drawing*—Confederate flags painted.

Material for program may be had from *War Songs and Poems*, by H. M. Wharton. Words to "Dixie" as published by the U. D. C.

### ST. VALENTINE'S DAY

*Language*—Suggestions for entertaining at this season reported by class and supplemented by teacher. Games described and favors suggested. Lesson largely conversational, with a view to gaining ease of expression and clearness in description.

*Drawing*—Original designs made for valentine favors to be used at parties given in the home.

*Music*—"A Valentine" (in two parts), (41 c).

### WASHINGTON'S BIRTHDAY

*History*—Washington's contribution to our country as soldier and statesman. Homes in which he was quartered during the Revolution, Craigie House at Cambridge and Newburgh on the Hudson, as they are to-day. Story is told class of the building of Washington's Monument at Washington.

*Music*—"Land of Greatness" (40 d), "Washington" (42), "God, Guard Columbia" (42).

### EASTER

*Bible*—Study of Christ's life concluded with Passion Week and the accounts of the resurrection as given in the four Gospels. Practice in using Bible concordance is given here. Perry pictures are used.

*Music*—"The Palms," "The Resurrection," sheet music by Albert J. Holden; Lyra Dividica's "Christ the Lord Is Risen To-day" (43), "Allelujah" (43).

*Literature*—"A Handful of Clay," from Van Dyke's *Blue Flower* read to class.

## STORY LIFE

Though few stories are listed under *Story Life* for this grade, the story interest is regarded as just as important now as at any other time in the children's school experience, and the handling of it is even a more difficult problem. The other Centers of Interest for Grade VII are so rich in literature that the larger part of what is needed for *Story Life* is also of value along other lines, and will be found listed under these centers. Much of this literary material is of definite help in directing the social instinct which is developing rapidly at this age. This is particularly true of much of what is used in connection with *The Growth of Our Nation Into a World Power*. For example, Hale's *A Man Without a Country* sets forth impressively the significance of citizenship in the United States.

*Literature*—Stories and poems not used in connection with other Centers of Interest: Read by class: Longfellow's "Evangeline," Dickens's "Mr. Winkle Learns to Skate" from *Pickwick Papers*, and Shakespeare's "Comedy of Errors" or "A Midsummer Night's Dream," and parts of "Julius Cæsar" and "Merchant of Venice." The following read to class: Frances Hodgson Burnett's "The Land of the Blue Flower," Kipling's "The Song of the Banjo," Poe's "The Masque of the Red Death," some of Harris's "Uncle Remus" stories, and many fables and fairy stories.

*Language*—Reproductions of fairy stories and fables for poise of manner, brevity in narration, and choice of language. Book reviews written and story-synopses made to gain clearer conception of relative values. Original stories written for fourth grade children at Christmas time and an imaginative tale told of how a Rip Van Winkle who went to sleep before the Civil War might deport himself at such an event as the World's Fair at San Francisco in 1915.

## GROUP ACTIVITIES

*Physical Training*—A basket-ball team organized and match games planned. Folk dances and games used as follows:

Dances: "Landamm Bunches," "The Ace of Diamonds," "Highland Fling," "May-pole Dance," "Highland Schot-

tische," "Finnish Reel," "English Harvesters' Dance," and "Virginia Reel" (47).

Games: "Pass and Toss," "Bean Bag Relay," "Whip Tag," "Fox and Geese," "Forcing the City Gates," "All Run," "Circle Relay," "Poison Snake," "Three-Legged Race," "Club Snatch," "Tug of War," "Potato Relay Race," "Wand Race," "Pig in a Hole," and "Sack Race" (48).

*Music*—The class in music is organized as the Seventh Grade Choral Club and more fluent sight-reading is gained through the presentation of many standard selections. The two-part work lends especial interest here. The songs that are not related to other grade interests but sung for enjoyment are from *The Assembly Song Book* (99), largely, and are as follows: "Hark, Hark, the Lark," "Drink To Me Only With Thine Eyes," "All Through the Night," "Santa Lucia," "The Lorelei," "The Last Rose of Summer," "Annie Laurie," "The Spacious Firmament on High," and "The Lord is My Shepherd."

*Language*—Class debates on current topics for further practice in argumentation. Some questions debated have been: That immigration is a benefit to our country; That the Panama tolls exemption clause should be repealed; That preparing for war in times of peace is contrary to the peace policies adopted by great nations to-day. A "Round Robin" letter is planned for the summer, the supervisor, student teachers, and pupils, all participating. Program for the closing day of school planned by class.

*Literature and Reading*—Dramatic readings from Dickens's "A Christmas Carol," and from "Julius Cæsar"; the whole of "The Comedy of Errors" or "A Midsummer Night's Dream" read by class. Entertainments from time to time.

## SCHOOL NEEDS

*Drawing*—Designs for blackboard in straight-line of conventionalized flower or leaf forms worked out in stencil and the best one selected for schoolroom. Covers for booklets as needed in language or nature study—motifs being suited to the content of booklet. A cover designed for *Current Events*, also one for memory gems from literature. Designs made for sofa pillows and table runners.

*Household and Industrial Arts*—Applying and completing the stenciled blackboard border design selected from class work in drawing. Making the binders for *Current Events*, literary gems, language work, etc. Working out the sofa pillow and table runner designs for schoolrooms or office. Modeling of window-boxes and jardinières in concrete. Selecting and hanging pictures suitable to grade. Study of flower receptacles and arrangement of flowers in them. Planning of yard plot assigned to grade for keeping. Making of any costumes needed in class exercises.

*Nature Study*—Testing seed for planting and taking care of the window-boxes and yard plot assigned.

*Language*—Letters to the congressional representative asking for bulletin on annual flowering plants, No. 195, also for seed to plant in the grade plat. Orders for any books or pictures that are needed by the grade, the best letter being selected to send.

*Arithmetic*—Measuring the garden plat for arrangement in planting; calculating cost of materials used in industrial or household arts. This furnishes material for a review of making out, paying, and receipting bills. The expression of ratios by means of percentage re-used in testing seed for garden. The economic value of manual training considered as articles are made for schoolroom decoration.

## **II. FORMULATION BY SUBJECTS**





# ARITHMETIC

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The direct aim of arithmetic teaching, in the grades, is to meet the needs of and arouse interest in the number side of life. In order to reach this aim and develop in the pupils a proper feeling for arithmetic, and a realization of these number needs, the effort is made throughout the course to draw the material for this subject from their occupations and interests in such a way as to make them realize, not only the present need for arithmetical processes in the solution of these problems, but also the possibility of a future greater need for a more extended knowledge in the probable demands of adult life.

As may be seen from the following outline and from the formulation by grades, arithmetical situations which arise in connection with life topics afford material for the arithmetic. Of course, in the lower grades it is sometimes necessary to bend and adapt this material to the limitations of the pupil and to the processes which are being emphasized at the time. For while the effort is made *everywhere* to have the arithmetic grow out of and be related to the children's interest and occupations, yet it is borne in mind that in the lower grades the mechanics of the subject *must be mastered*. When the pupils have been brought to feel the need for a certain process, abundance of drill in that process is given. The teaching of arithmetic is in no way incidental.

The *topics* listed in the outline for each grade are intended to be suggestive rather than arbitrary. The teacher is free to draw her material from any other topic which presents itself or to omit any of those listed which do not seem practicable for her particular grade or term.

Supplementary work is provided for those pupils who are able to do more than the average of the class and whose interests would suffer if they were held back. This work, however, has to be of such a nature that the next term's work will not depend upon it. In many cases it is the solving of arithmetical problems arising in connection with other subjects which would otherwise be omitted.

Standardized tests are used as a means of measuring progress in the essentials. Of the available tests, those by

Courtis have been found the best. As the standards in the Courtis System are based on the abilities of children in the respective grades and on life needs, one of the strong motives for drill is found in the desires of pupils to reach the standard of their particular grade.

The amount of review at the beginning of each term is determined by the need of the class in question. It is of course greater in the fall than in the spring.

*The Modern Arithmetic*, by Eugene Smith, is the text-book used by the pupils, but the book on the State list is also in the hands of the student-teacher in order that she may become familiar with it.

### GRADE I

The number work of this grade is based upon the children's number experiences before entering school, the number needs which present themselves in their school work, and upon their sense of pleasure in the rhythm and easy mental gymnastics connected with counting. The aims are (1) to make arithmetic function in the present life of the child by using numbers where a real need for them arises, and (2) through this to teach certain number facts which form the basis of further progress.

These aims are accomplished through such activities as: Counting children in the room; counting materials to be distributed, such as paper, pencils, and scissors; measuring with foot rule in connection with doll furniture and other industrial projects; measuring heights of children; measuring with yard stick in gardening; number games; writing numbers in calendars; reading number of page in reading book; and keeping 5- and 10-cent store.

The work as outlined is supposed to be within the ability of the average first-grade child, but is in no way ironclad, and any other work which meets the number needs of the children is used.

**TERM A.** *Counting*—By 1's and 10's to 100; by 2's to 12.

*Operations with numbers*—Addition combinations from 1 to 10; some easy subtraction.

*Measuring*—Estimating and measuring distances with inch and foot; learning to know the real coins, penny, nickel, dime.

*Fractions*—Halves and fourths of a single object.

*Reading and writing numbers*—Writing numbers from 1 to 10, reading numbers to 100.

TERM B. *Counting*—By 5's to 100; by 2's to 30; by 3's and 4's to 12.

*Operations with numbers*—All addition and subtraction combinations from 1 to 10 and some easy addition ones beyond.

*Measuring and denominate numbers*—Measuring with inch, foot, yard; relation of dime, quarter, half dollar, dollar; relation of day, week, month, year; buying and selling in toy store with pennies, nickels, and dimes.

*Reading and writing numbers*—Number space 1 to 100; figures made and numbers read as needed in connection with other studies; Roman numerals from I to XII connected with reading time from the clock.

While there is no arbitrary requirement for this grade, it is expected that the children entering the second grade possess a working knowledge of all the addition and subtraction combinations from 1 to 10 and the easier combinations to 12.

## GRADE II

Rote memory is easy for children of this grade, and the play instinct is strong. Besides these two dominant tendencies we find the competitive spirit dawning about this time. All these facts taken together make drill not only one of the most pleasurable and most satisfying features of the child's school experience, but a means of fixing certain number facts and relations as well. Reasoning becomes more active, but is based almost solely on concrete situations.

The aims of the arithmetic course for this grade are to fix certain number facts and relations, and to begin developing the reasoning power of the children. To do this, concrete situations are used which furnish not only material for developing the child's reasoning ability, but which supply abundant and systematic drill upon the processes needed. The work of this grade is based largely upon the needs of the children growing out of other school work, and is aided by games and contests.

The material for this work is drawn largely from such topics as measuring in making booklets, toy furniture, plan of garden; changing money, weighing, measuring, and keeping account of bills in playing store; measuring, recording, and comparing heights; keeping score for games involving addition and multiplication; comparing scores involving subtraction; drilling on tables for contents; and other topics which may be seen in the grade outline.

• **TERM A.** Work of first grade reviewed and extended to include counting by 2's to 100; by 3's to 30; by 4's to 20; by 5's and 10's to 100, beginning with 0.

*Combinations of numbers*—Addition combinations through 12; addition of numbers of two figures; subtraction taught as inverse of addition; knowledge of addition and subtraction combinations applied to increasing or decreasing a number of two figures, by a number of one figure: e. g.,  $25 + 4$ ,  $29 - 4$ ; multiplication tables of 2's, 3's through  $5 \times 3$ , 4's through  $5 \times 4$ , 5's through  $5 \times 5$ , 10's through  $10 \times 10$ , based upon counting.

*Measuring and denominate numbers*—Estimating and measuring distance with inch, foot, and yard; making change with money; writing dates; writing United States money.

**TERM B.** *Counting*—By 4's to 24; by 6's to 30; by 7's to 21; by 8's to 24; by 10's beginning with any number.

*Combinations of numbers*—Addition combinations including the 45 combinations and carrying in adding two numbers. Subtraction taught as the inverse of addition.

*Fractions*—Halves, fourths, thirds of a single object; partition exercises within tables learned.

*Reading and writing* numbers of three figures.

A pupil leaving the second grade should know thoroughly the addition and subtraction combinations. He should be able to do simple written work in the addition and subtraction of numbers of two figures involving "carrying," in addition, but not involving "borrowing" in subtraction. The foundation for the multiplication work of the third grade is also laid.

### GRADE III

Because of the strong tendency towards rote memory and imitation, children in this grade are easily trained to make

automatic response to the majority of number situations presented in the grade.

The aims of the arithmetic work are to arouse in the children a felt need for arithmetical processes; to develop the fundamentals of arithmetic and drill upon them. The realization of these aims is accomplished through the work growing out of grade occupations and everyday life experiences which furnish material suited to the number requirements of the grade, such as: Keeping account of sale of vegetable and farm crops; estimating cost of food products and clothing; finding cost of grade supplies; keeping Christmas toy shop; playing games involving keeping of scores; measuring in laying off farm and garden, in sand table construction, and in making booklets.

A text-book is used for drill work, and the children are taught to read and interpret for themselves printed problems. A beginning is made in oral problem stating as an aid to clear and purposive thinking.

TERM A. The work of previous grades thoroughly reviewed and extended to include:

*Fundamental operations*—Column addition of numbers of three figures including dollars and cents, involving "carrying;" in subtraction, the making of change, also drill work providing numbers of four figures in which some of the figures in the subtrahend exceed those of the minuend; multiplication of numbers of three and four figures by numbers of one figure within limit of tables learned; short division of numbers of three figures by a number of one figure within limit of tables learned and involving mental carrying; much oral drill in each of the fundamental processes with especial emphasis on single column addition.

*Counting*—Forward and backward by 5's, 10's, 2's, 3's, 4's, 6's, etc., in number space from 1 to 100.

*Tables*—The forty-five addition facts reviewed and drilled upon until automatic; the second, third, fourth, fifth, tenth, and eleventh lines of multiplication table taught.

*Fractions*—Objective fractions of single objects; fractional parts of groups in connection with multiplication tables.

*Measurements*—All measurement work is kept concrete, giving the children opportunity for actual measuring. The tables taught include liquid and dry measure, linear measure, time, weight, and United States money.

*Symbols*—Reading and writing numbers of four figures. Roman numerals to XXX.

*Problems*—Making and solving simple problems of one step. Also simple problems from text-book.

TERM B. *Fundamental Operations*—Work of previous term extended.

*Tables*—Multiplication tables completed.

*Fractions*—Work of previous term extended; easy reduction work objectively taught.

*Measurements*—Work of previous term extended; the idea of surface measure developed.

*Symbols*—Reading and writing numbers extended to five and six figures. Roman numerals to L.

*Problems*—Work of previous term extended to include problems of two steps.

At the close of the third grade the children should *know* the forty-five addition facts and the multiplication tables; should be able, with reasonable accuracy and speed, to use the fundamental processes, except long division, and to apply these processes in simple problems. Written work is still subordinate to oral.

*Text-book:* Smith's *Modern Primary Arithmetic*, used with the State book.

## GRADE IV

The interest in practical activities involving a consideration of number relations, the strong competitive instinct and pride in conquering a difficult situation, are characteristics of the children which vitalize the arithmetic of this grade. As throughout the course the arithmetic is based upon actual transactions, but since there is, in the number situations in which the children of this grade are interested, a definite demand for quickness and accuracy in securing results, much additional practice work, similar in principle and process, is supplied by the teacher and the text-book in order to develop and fix a practical working measure of number ability.

Emphasis is placed upon concrete situations demanding mathematical solution, clear understanding of conditions and statement of problems, speed and accuracy in processes.

Some of the topics furnishing basis for this work are cost of text-books and other school and garden supplies; Christmas shopping, using Christmas advertisements and catalogues; bills for actual supplies for home and school use; measurements of blackboards, windows, etc., to find cost of slate and glass; measuring of garden plot and of canvas for lettuce bed; checking written work, etc.

TERM A. Work of previous grades reviewed and extended to include multiplication by more than one figure; drill for speed and accuracy in combinations in fundamentals; work in surface measurements, long division problems.

TERM B. Continued drill in long division. Measurements and denominate number work as actually used by class; addition and subtraction of fractions in which the denominators are simple enough to be reduced by inspection; multiplication of whole numbers by mixed numbers; arithmetic races for raising class standard of speed and accuracy.

At the end of the fourth year pupils should be able to use the four fundamental processes with ease and accuracy. They should also be able to read, interpret, and give oral statement and written form of problems involving not more than two processes.

*Text-book:* Smith's *Modern Primary Arithmetic*, used with State book.

## GRADE V

When the children reach this grade their experiences are broadening very rapidly, and their knowledge of number relations and processes is becoming more and more inadequate to the demands of their daily interests. They come to a realization of this fact through their unsuccessful attempts to gain control of the number side of their life and school enterprises.

The work of the grade aims to reveal to them their specific needs and to enable them, as far as practicable, to satisfy these, and is therefore made to relate to such interests as center in school activities and to such genuine experiences as will presumably be met in a wider industrial field.

Some of the topics from which material for arithmetic is drawn are: Measuring the altitude of the sun with protractor



for comparison at equinoxes and solstices; measuring garden beds and drawing to a scale; measuring length of pupils' step as convenient units of measurements for distances; finding cost of Christmas presents; comparison by ratio and per cent of populations; finding per cent of increase; similar comparative study from United States census bulletins and *Handbook of Virginia*, of the important crops of Virginia and the United States relative to production, acreage, value, etc.; solving problems in profit and loss, percentage and interest in connection with industries of Virginia and United States, and other topics which may be seen from the grade outline.

TERM A. Drill for speed and accuracy in fundamental processes; further practice in interpretation of printed problems and form of written work; table for measurement of time and practice in finding time; reduction of common fractions, including rules for divisibility by 2, 3, 4 and 5; fundamental processes with common fractions. Oral work regularly.

TERM B. Drill for speed and accuracy in fundamental processes; adding by groups; quick subtraction from one hundred; review of Roman numerals; further practice in interpretation of printed problems and form of written work; denominate numbers as in text, with additional problems in linear and surface measurement; review of tables in text and processes therewith; fundamental processes with decimal fractions; changing per cent to a common or decimal fraction; changing common or decimal fractions to per cent; oral work regularly.

Pupils leaving the fifth grade should be able to work with ease ordinary problems involving common and decimal fractions; to change common fractions to decimal fractions and *vice versa*; should have a working knowledge of the fractional equivalents of  $12\frac{1}{2}\%$ , 20%, 25%,  $33\frac{1}{3}\%$ , 50%, etc., and an introduction to some of the simple situations involving percentage.

*Text-book:* Smith's *Modern Advanced Arithmetic*, used with the State book.

## GRADE VI

In planning the arithmetic course for this grade, the fact that children reason in the abstract only to a limited extent

has been considered, and because this age marks the end of the period when habits are formed most readily, special attention is given to drill in short methods for fundamental operations, in fixing right habits of work and in developing a sense for accuracy.

To meet the demands of the grade, many concrete, practical situations are discovered, or provided, by the teacher, through which practice in the processes and in applying the principles already learned can be given. Much of the material for this work is found in other subjects, which, because of their breadth, can be made to supply number situations. Some of the work also grows out of the child's interest in his home and community.

Some of the topics which may be used to vitalize the work of the grade are as follows: comparing the number of cubic feet of air space in the schoolroom with the number necessary for healthful ventilation; dividing spaces accurately for lettering on book backs for fall drawings, Christmas work, or other language work; measuring angles, in estimating the comparative height of the sun at the equinoxes and the winter solstice; comparing length of shadows at different seasons; finding out how much articles bought in England, France, Germany, and Italy cost in our money; estimating the cost of living to-day; learning how lumber and wood are measured and sold; learning about the uses of banks so as to be able to deposit money made at school entertainments; finding out about interest so as to estimate the incomes of some of the wealthy men of the town; calculating the cost of Christmas presents, and the profit made by merchants on Christmas goods, especially on toys shipped from Germany; studying taxes as one of the ways in which the people of the town and state help support the local and state government, taken up while studying State Civics.

TERM A. Review of work of previous grades; short processes for fundamental operations, especially in common and decimal fractions; study of cubic measure, the measure of wood, and measure of angles; study of percentage, including profit and loss and commission.

Clear and logical statements of written problems are everywhere insisted upon, and much oral work is given.

TERM B. Review and extension of work of previous grades; the uses of banks discussed, and interest introduced;

Italian, French, German, and English money studied for practice in denominate numbers; other denominate numbers reviewed; town and state taxes.

Children leaving the sixth grade should know thoroughly the fundamental processes with common and decimal fractions; should have a working knowledge of denominate numbers; should have a good introduction to percentage, including some of the easier applications; and should know how to solve the easier problems in interest.

*Text-books:* Smith's *Modern Advanced Arithmetic*, used with the State book.

## GRADE VII

In the civics, history, and geography work of the seventh grade, the children's social interests bring out such questions as these: "How do banks begin business?" "What is the difference between state and national banks?" "How do corporations borrow money?" "How can the United States borrow from its citizens?" "Where does the money come from that is needed to run our national government?" The arithmetic course for this grade is planned to answer the above and other like questions, and, at the same time, to furnish drill which will make the children more skillful in the handling of mechanical processes already learned.

*Stocks* are introduced through a study of the organization of Farmville banks, and drill is provided as the class is considering the advantage of owning certain stocks. *Banking* is approached from the standpoint of service rendered, and sub-topics under banking, such as interest, bank discount, and promissory notes, are made clear as class inquires concerning the running of a bank. Since we are training citizens rather than bankers, only practical problems, such as the average man meets, are given, but sufficient drill is provided to insure proficiency in the methods used.

*Government revenues*, another new topic, must be considered, as the child reads inquiringly from *Current Events* about the tariff question, new income tax law, or prohibition agitation.

This being the last year of elementary school work, there should come a summarization of the mathematical knowledge already acquired, hence review forms a prominent part of the

first term's work. This review is secured through a re-use of the topics treated in previous grades, but with new and added interest due to the broadening of the child's outlook.

**TERM A.** Profit and loss, commercial discount, commission and brokerage, taxes and interest reviewed as needed, and the application of percentage extended to include government revenues.

**TERM B. *Banking***—Interest, promissory notes, and bank discount; stocks and bonds; and longitude and time. (See *Geography* for Term B.)

A child on leaving this grade should be able to solve quickly and accurately any problem that the average citizen meets. He should be able to read the newspapers with a fair degree of intelligence on such matters as tariff, income tax, new currency law, bond issues, and local, state, or national taxes.

*Text-book:* Smith's *Modern Advanced Arithmetic*, used with the State book.

## BIBLE

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The Bible is studied in order to minister to the religious instincts of the children. No denominational creeds or doctrines are taught, but the broader and more fundamental ideas of our religious and moral beliefs are emphasized. Further aims are general acquaintance with Bible heroes; ability to use the Bible with ease; an appreciation of the Bible, first of all, as the book of our religion, and, second, for its literary and cultural value.

The subject matter and method of presentation are varied to suit the needs of the child as he develops from year to year. The customs and geography of Bible lands are taught as needed to make the meaning clear. Memorization of Bible verses is done in all the grades. In the lower grades the subject-matter centers largely around the Bible heroes; but in the upper grades a more systematic study by periods is attempted. Consequently, the repetition found in the arrangement is apparent rather than real.

## KINDERGARTEN

The aim of the work in the Kindergarten is to use the Bible stories as a stimulus to the moral ideas and to present the story of the Christ-child as nearly as possible in the language of the Bible, that early familiarity with the story may give the children the real meaning of Christmas.

For this purpose a few carefully selected stories are told: the stories of the Nativity at Christmas time, and such stories as David and Goliath, and Daniel as illustrations of bravery, or the story of the baby Moses as a type of family devotion.

## GRADE I

Many of the Old Testament stories have a peculiar charm for children because of the life they depict. Those selected for the First Grade are chosen because they show in simple, graphic form the sure reward of trust and obedience and the inexorable punishment of sin and disobedience. These narratives carry with them their own deep moral lessons. The meaning of the story is brought out in the telling. The stories are told and retold for the joy they give, in order that they

may become the permanent possessions of the child. Two stories are taken from the New Testament.

TERMS A AND B. Adam and Eve, Noah and the Flood, Moses in the Bulrushes, David and Goliath, Elijah Fed by the Ravens, Daniel in the Lion's Den, the Birth of Christ, the First Easter, and several simple prayers are learned.

## GRADE II

The Bible work planned for second grade children is a continuation of the study of the Old Testament heroes begun in the First Grade, but with more detailed study of their lives.

The lives of these heroes are full of action, yet simple. The story of the Birth of Christ is re-used. These stories are partly read and partly told.

TERMS A AND B. The Birth of Christ re-used as recorded by Luke. The environmental setting emphasized. The stories of Jacob, Joseph, and Moses studied. Hurlbut's *Story of the Bible* in the teacher's hands. Wherever the words are simple enough the story is read from the Bible. The following selections memorized: Luke II, 8-14; Psalms LXV, 11-13; Song of Solomon II, 11-13.

## GRADE III

For the same values as stated in preceding outlines there is a continued study of the Old Testament Stories in this grade, with the addition that the environmental setting of each story is emphasized. The work in memorizing is for the purpose of increasing the child's knowledge of choice Biblical passages, which in time will be to him as life mottoes. The simple study of Jesus's life brings into the hearts of the little ones an added love of the Savior.

TERM A AND B. Baldwin's *Old Stories of the East* is used as a basis for the Old Testament stories, emphasis being laid upon the stories of Abraham, Samson, Ruth, Saul, David, Jonathan, and a review of Joseph and Moses from Grades I and II. In the latter part of the year the children use their collection of stories as one of their reading texts. The Beatitudes, the Twenty-third Psalm, and selections from Psalms of Thanksgiving are memorized. Various gospel accounts of

the Savior's birth and selections from his ministry are read from the Bible by the teacher. Pictures of the Nativity, of the Boy Jesus, and Christ the Good Shepherd, are used to supplement this study.

#### GRADE IV

The keen interest of the children of this age in stories of action and daring and their growing preference for "true" stories make the simple outline of the Old Testament history as told in connection with the heroes of Israel an acceptable basis for the Bible study for this grade. Faith, bravery, and loyalty are the qualities we find most frequently appreciated by the children.

TERMS A AND B. Old Testament stories of the Children of Israel, beginning with the exile in Egypt. The journey to the Promised Land, Joshua and the Judges; Saul, David, and Solomon, the three great kings of Israel. Hurlbut's *Story of the Bible* as a basis for selection; simpler passages read from Bible by children. Psalms 47, 81, 115, 116, 136 read in part as reflecting the history of the struggles of the Israelites. Memorizing Psalms 100, 117, 121, 124. Christmas story from St. Matthew, and St. Luke read by the children. Luke I, 46-55, and 68-79, compared with Psalms previously learned.

#### GRADE V

Children usually come to the fifth grade fond of Bible stories. This is due partly to their natural love for stories and partly to the general atmosphere and training of a religious community. The work attempts to promote this interest in the Bible, to acquaint the child with the main facts of the stories listed, and to furnish a proper setting for them by means of comparison with stories of other ancient nations. As far as practicable they are encouraged to judge of the moral values of specific acts of the heroes studied, and free use is made of selections as needed for moral and spiritual uplift.

TERMS A AND B. The migration of Abraham's family to Canaan as compared with the migrations of other ancient peoples; Hebrew worship as compared with that of the Aryans, Persians, and Greeks; the tendency to idolatry and

the first and second commandments as means of fighting it; the Year of Jubilee compared with similar times observed by other nations for the casting off of burdens; the Conquest of Canaan by the Israelites and the establishment of the kingdom of Saul, David, and Solomon. Such reviews of the Ten Commandments as seem wise, and of selections memorized in lower grades. The First Psalm memorized. Practice in finding the books of the Bible by means of the table of contents, and in locating chapters and verses.

*Text-book:* Hurlbut's *Story of the Bible*, in the teacher's hands. This book should be in the pupil's hands, but on account of its expensiveness is not required.

## GRADE VI

In this grade in connection with our study of the great nations to which we are indebted, the Bible is studied as our greatest heritage from the Hebrews. Its value as literature is considered, and passages are studied for their literary value. The many different problems that arise in the study of the reigns of the kings of Israel and Judah are for the most part passed over with little discussion except such as is needed to impress the difference in the standards of their time and ours, and emphasis is laid only on the big truths. A special study of the geography of Palestine and other Bible lands is made in this grade.

TERMS A AND B. History of the kingdoms of Israel and Judah as given in Hurlbut's *Story of the Bible*, supplemented by Bible accounts wherever desirable. Selections from the Bible studied in a simple way for their literary form. All or parts of the following passages memorized: Psalms 1, 19, 23, 34, 67, and 100; Proverbs III, 1-6; Song of Solomon III, 11-12; Matthew XII, 34-37; John XIV, and Corinthians XIII. Study of the books of the Old Testament and practice in looking up references in same.

## GRADE VII

The life of Christ is studied in this grade, but it is not begun until the Christmas season approaches. Until this time the children's minds are being prepared for the study by a very elementary, yet synoptic, view of the Old Testament,



which is designed to trace the history of the Jews by using again the Bible stories learned in previous grades.

TERMS A AND B. The feasts observed by the Jews of the Old Testament days are noted, and their significance is considered. The plan of the Tabernacle and Temple is shown, and a brief history of The Temple is given—beginning with Solomon's Temple and ending with The Temple at the time of Christ's Crucifixion.

The periods studied are: From Adam to the Flood; from the Flood to Abraham's possession of Canaan; from Abraham's entrance into Canaan until the Exodus from Egypt; from the Exodus until the Hebrew monarchy; the Hebrew monarchy briefly noted; from the fall of the monarchy until Christ's coming—Babylonian, Greek, and Roman supremacy noted.

The life of Christ is begun the week before Christmas and is studied from outline. Perry pictures illustrating the characteristic scenes are used, and these are posted until the whole story is portrayed.

Much drill is given to acquaint the children with the relative positions of the books of the Bible and to help them turn quickly to any reference. Concordance and marginal references are used frequently.

Selections memorized: Verses from the four gospels.

## CIVICS AND HISTORY

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The aim in teaching history is "to help the child appreciate what his fellows are doing, and to help him to intelligent voluntary action in agreement or disagreement with them," to develop his ability to form moral judgment, and to reason in connection with human conduct. At the same time, an attempt is made to arouse a permanent interest in historical writings.

As in history, so in civics, the eye is kept ever on the present. The work in civics is so directed as to do its part toward turning out more efficient citizens. In general, the method employed is to lay stress on the function rather than the structure of the various governmental devices. We begin our study with the consideration of those groups with which the child is most intimately connected, and move outward. In this study we consider first the thing done by the group for the individual, then the duty of the individual to the group, and, finally, the machinery with which the government operates. Much time is spent in stimulating interest in public events.

These courses attempt to make special provision for three of the factors of study laid down by McMurry in *How to Study*, viz.: judging of relative values, organization of ideas, and memorizing. There are certain qualities which these subjects, as all others, help to develop in the child. Although there is a progression from grade to grade in the qualities history and civics are to help develop, it is not thought possible to show for how much each grade can be held responsible.

American history receives the principal attention. It must be kept in mind, however, that American history, neither past nor present, can be understood without constantly taking into consideration European history.

As far as possible civics and history are correlated, and whenever practicable the child's school experiences are directed in a way to vitalize class work. In order to aid the imagination and stimulate interest, use is made of dramatization, debates, pictures, maps, and models. Constant correlation is found between history and geography, literature, and language.

History as a distinct subject is not begun until the fourth grade, but in the first three grades much historical matter of independent value is learned, and the child is prepared for the continuous study of the subject. In these grades the children get impressions of the origins of present-day industries, and in all the other grades an attempt is made to give an appreciation of the public holidays.

#### GRADE IV

The children's interest in "true" stories makes this a good place to begin the study of history, though the aim is to stimulate an interest in history rather than to teach many definite historical facts. Stories of the Greeks and of the Romans are used, both because of the children's interest in myths of these peoples, and as a part of the background for later study of American history.

*How to Study*—This being practically the first work in text-book study, teaching the children to study is very important. The use of tables of contents and indexes, making simple topical outlines from which the main facts of the story are told in topical recitations, filling out details of incomplete outlines, and grouping of small topics under a few large heads are the most used methods of study.

*Moral Standards*—There are frequent opportunities for the appreciation of the right or wrong of the acts of people in whom the class have become interested in its study, and the relative bravery or usefulness of heroes popular with the class often leads to profitable discussions by the champions of each side.

TERM A. Stories of the Greeks.

*Text-book:* Gould's *The Children's Plutarch-Tales of the Greeks*.

*Additional Work for Pupils Above the Average*—Parallel reading from historical books in the Juvenile Library.

TERM B. Stories of the Romans.

*Text-book:* Gould's *The Children's Plutarch-Tales of the Romans*.

*Additional Work for Pupils Above the Average*—Parallel reading from historical books in the Juvenile Library.

The chief facts which the children leaving the fourth grade may be expected to know are the cause of the fall of Greece—lack of unity among its various states in contrast to strongly united conquering nations; the fact that Rome became powerful because of its strong central government; and, incidentally, a knowledge of the homes, dress, and occupations in everyday Greek and Roman life. Dramatization of a favorite story gives much interest to the study of costumes and customs.

### GRADE V

In this grade the child is able to become definitely acquainted with some of the civic facts in the life about him, and to begin the study of more organized history.

To carry out the educational aims mentioned in the general statement, the work begins with the child's experience in Farmville, and attempts, first of all, to enlarge these experiences by making him conscious, in a simple way, of a few of the civic and historical facts of his community; second, to teach him that our present customs are the result of a process of growth by having him study stories of children of the great nations which have preceded us, and, third, to help him realize the fact and something of the cost of race expansion in connection with stories of the discovery and exploration of America, and of the Roman, Saxon, and Norman conquests of England.

A very simple beginning is made toward developing the power to make moral judgments; definite progress in learning how to study is planned for, and the use of individual maps begun. Very simple parliamentary usage is observed in attending to class affairs.

*How to Study*—The work of the fourth grade reviewed and extended to include ability to give a terse statement of the principal thought in a paragraph of the text; to give supporting details in topical recitation of short topics, and to pick out paragraph subjects without reading details. Selection in review of parts of text bearing on a given topic. Requirement by teacher that remarks be confined to the subjects under discussion, followed later with practice by the children in telling if a remark is relevant. Lessons in memorizing thought by a very simple outline; much use of comparison by the teacher, and recitations which call for comparison by the

pupils in the preparation of the lessons. Regular use by the children of the indexes of the text.

*Moral Standards*—All that is hoped for in this line is to have the children realize by the end of the year that no person is entirely good or entirely bad, and that the right or wrong of a specific act depends upon circumstances.

TERM A. *Local Civics*—The fire department: Causes of fires; means of prevention; Farmville's fire alarm system; the department a community interest. The police department. The lighting system. Schools and churches as public utilities. Sources of money for public utilities; taxes, fines, dispensary. A few of the bird laws of Prince Edward County.

*History*—A study of our immediate ancestors, and local history involved, leading to the study of where our English ancestors came from and child life in some of the nations that preceded them; simple stories of the Norman, Anglo-Saxon, and Roman conquests of Britain, and the following from *Ten Boys*: "Gilbert, the Page"; "Wulf, the Saxon Boy"; "Horatius, the Roman Boy"; "Cleon, the Greek Boy."

*Text-books*: Warren's *Stories from English History*, pp. 1-60; Andrews's *Ten Boys*, pp. 1-70.

TERM B. *Local Civics*—The city council; its personnel; the elections of members, committees; the making of ordinances—a few ordinances which affect the children directly. If practicable, a visit to the council in session. The post-office, and how to use it intelligently.

*History*—Where we Americans came from; simple stories of the discovery and explorations of the New World, and of European conditions which influenced explorations and conquest in the Elizabethan period, and the development of England from the Norman conquests to the Elizabethan period; "Roger, Who Longed to Sail the Spanish Main," from *Ten Boys*.

*Text-books*: Gordy's *American Explorers*, Warren's *Stories from English History*, pp. 166-170, 214-221, 229-247; Andrews's *Ten Boys*, pp. 171-192.

A pupil leaving the fifth grade should have a general knowledge of the public utilities studied, and be able, if need be, to

use them intelligently. He should know facts of Virginia history connected with his immediate ancestors and his own locality; the facts that the Normans, Anglo-Saxons, and Romans conquered Britain; what the names of William the Conqueror, and Cæsar stand for; something of the work of Alfred the Great, and the importance of the Elizabethan period. He should know who discovered America and when; the parts of the country explored by the main European powers; the names of two or three of the most noted explorers and what they did. He should know that the nations differ in social, educational, and religious life, and that these are the result of growth, and should have a feeling for the struggles that attend national growth.

### GRADE VI

In the sixth grade the child is not only able to become acquainted with the civic facts in the life about him, but, as the social instinct develops, he has a growing appreciation of the bearing of such facts upon his life and the life of the community. Also, he is sufficiently developed mentally to turn from the study of historical stories to the study of a condensed text-book chronologically arranged.

The carrying out of the educational aims mentioned in the general statement is provided for, both in the selection of subject matter and in the method of treatment. Through the study of the development of ancient and medieval nations, and their contributions to civilization, and of England's contribution to her American colonies, as well as through the study of how his state is governed to-day, the child is led to appreciate how much others have done and are doing in the world, and how much he is indebted to them for the things he uses and enjoys. In discussing and comparing the characters of the men of history who have contributed to the world's progress and in considering the comparative worth of their contributions, the child's power to make moral judgments is developed, as well as his power to reason in connection with human conduct. Through the regular reading of a current events paper and the use of many interesting supplementary readers in connection with European and colonial history, interest in public affairs and historical reading is stimulated. The need of organizing the subject matter in the

text-book from new points of view in the solution of various problems that arise in connection with the big central idea of the grade, as well as the need of supplementing the thought of the new and condensed text-book, is favorable to the development of skill in studying.

*How to Study*—The use of indexes and of brief statements of the principal thoughts continued and extended to apply to more difficult situations; formation of the habit of holding classmates to the subject under discussion; topical recitations from outlines made in class, with emphasis upon the sequence of supporting details; the beginning of the habit in study of getting principal thoughts first. Collecting data from several sources and organizing subject matter from a point of view different from that of the author, taking simple notes of main points and neglecting irrelevant material; practice as needed in studying together merely to see what parts should be slighted; consciousness of the need of different rates of reading. Practice in memorizing thought by means of outlines containing topics and subtopics, and also by much use of comparison in study. Greater attention paid to the supplementing of thought, both by teacher and pupil, on account of the greater difficulty of the new text and its lack of details. The child is encouraged, in reading varying accounts of the same event, to question what he reads and to weigh the worth of the statements.

*Moral Standards*—An attempt is made to lead the child to realize that true greatness lies in unselfish service either to one's country or to one's fellow-men, whether in war or peace, in public or private life; also, to distinguish between an intentionally good act and one that happens to turn out for good, and to admire the performer of the first rather than of the second, though his deed be less conspicuous. The various motives actuating the early explorers are considered and passed upon.

TERM A. *History*—Our heritage and the great nations to which we are indebted: Simple study of the degree of civilization attained by each of the great nations, the Assyrians and Babylonians, the Hebrews, the Greeks, and the Romans, and the contribution each has made to our own civilization; the overrunning of the Roman Empire by the Germanic tribes; the development of a new type of civilization in western

Europe due to the blending of these two widely differing civilizations; study of life in the Middle Ages, especially in France, Germany, and England, reviewed and extended; the development of England from the Norman Conquest to the Elizabethan period reviewed, with emphasis upon the growth of the liberty of the people; rapid review of early explorations in America. The beginnings of our nation; early Spanish, French, English, and Dutch settlements in America, and contemporary English history as needed.

*Text-books:* Tappan's *European Explorers*; Warren's *Stories from English History*.

*Additional Work for Pupils Above the Average*—Parallel reading from Haaren and Poland's *Famous Men of the Middle Ages*, and Dickens's *Child's History of England*.

TERM B. *History*—The beginnings of our nation, continued: The growth of the English colonies, with emphasis upon Virginia, Massachusetts, and New York, as types; the struggle between the English and French in America through the great French and Indian War, and the rivalry between France and England as needed to explain these events; study of the history of Virginia up to the beginning of causes of the Revolution.

*Text-books:* Thwaites and Kendall's *A History of the United States*; Warren's *Stories from English History*.

*Civics*—How we are governed in Virginia to-day, an outgrowth of the study of the colonial government of Virginia: What the government does for us; how it is supported; what the constitution is; the three departments of state government, and the function of each; relation between the state, city, and county governments. The children are led to see that the principles of good government are the result of a gradual process of development.

*Text-book:* McBain's *How We Are Governed*.

*Additional Work for Pupils Above the Average*—Parallel readings from Guerber's *Story of the Thirteen Colonies*; Southworth's *Builders of Our Country*; Monroe and Buckbee's *Our Country and Its People*; Hart's *Colonial Children*; Eggleston's *American Life and Adventure*; Sabin's *Early American History for Young Americans*; Burton's *The Story of the Indians of New England*; Tappan's *American Hero Stories*; Morris's *Elementary History of the United States*.



A pupil leaving the sixth grade should be able to give one or two distinguishing characteristics of the civilizations he has studied, and should be able to associate the following characters with a certain period and some special event: Clovis, Charles Martel, Charlemagne, William the Conqueror, King John, Peter the Hermit, Richard I, Joan of Arc, Edward I, William Wallace, Robert Bruce, Sir Walter Raleigh, Queen Elizabeth, James I, Oliver Cromwell, Charles I, and James II. He should realize that the liberty of the English people, and the principles of government which they transmitted to us, have been a gradual growth, to which many men and many ages have made contributions. He should know the conditions of trade in Europe which led to the discovery of America; the parts of America settled by the Spanish, French, English, and Dutch respectively; something of the rivalry between France and England and their conflict for supremacy in America. He should be able to give the distinguishing characteristics of the three typical colonies and to picture the life in each during colonial days. He should know the main facts of Virginia history before the Revolution. He should realize that American history has been greatly influenced by European history.

As a result of his study of civics he should feel a personal interest in the government of Farmville and of Virginia, and should be able to read intelligently news relating to state and city enterprises. He should, therefore, realize the main benefits derived from government, and the part the people have in it, and should know how the government is supported, its three branches, the function of each, and how laws are made.

## GRADE VII

The average seventh-grade child is beginning to be interested in affairs that pertain to the nations. He is particularly concerned to know what makes a world power, and is ready to gather from almost any source facts that will substantiate his feeling that ours is a great nation.

The class enters this grade with a knowledge of the beginnings of our country, and knows that England, through the colonial wars, gained undisputed mastery of this continent for colonization. Now it realizes that the United States is second to England in power, and the question to be answered is "How did this come about?" With this basis for the work,

the class sets out, first, to learn how we gained independence, and then to follow the *growth* of our nation.

The peace movement is studied in connection with the Civil War, and the retarding effect of this war upon the growth of our country is noted.

When the children have learned from history how we gained independence, they come in their text to the period called Strengthening Our Government, or The Period of Weakness. This seems the time to teach our present national government, and this is done by comparing the weakness of rule under the Articles of Confederation with the strength of government under a constitution. Our constitution is studied, not in detail, but as a foundation upon which all law is based, and, also, that the duties of the three branches may be better understood.

*How to Study*—The use of indexes continued; ability to give brief statements of the principal thoughts of a chapter of the text; habitual objection to digressions from the subject under discussion; topical recitations from outlines made independently by the children, with emphasis still upon sequence; the habit in study of proceeding from principal thoughts to details; practice in grouping chapters under larger topic. Regular use of simple reference books and other sources of material by means of indexes and the taking of simple notes; some practice in using different rates of reading for different purposes; the habit of memorizing thought by means of outlines and the constant use of comparison by the children.

*Moral Standards*—Freedom is worth striving for, but care is needed in the use of it. The meaning of citizenship is recognized and an effort is made to show that it is a greater nation we are striving for, and not a greater North or South.

TERM A. *Civics*—The functions of a national government and the organization best adapted to the performance of these functions—executive, legislative, and judicial departments, with duties of each, how they obtain their positions, their salaries, term of office, etc. The seat of government—where situated and the places of interest which visitors should see while there.

*Text-book:* McBain's *How We Are Governed*.

*History*—Revolutionary War; Period of Weakness and Formation of the Union; War of 1812. Modern European history as needed.

*Text-book:* Thwaites and Kendall's *History of the United States; Current Events.*

*Additional Work for Pupils Above the Average*—Parallel readings from Sparks's *The Men Who Made Our Nation*; Tudor's *When America Became a Nation*; Johonnot's *Stories of Our Country*; Southworth's *The Builders of Our Country*; Pratt's *America's Story for America's Children.*

TERM B. *History*—Study of the industrial development of our country as affected by: National policies, roads and railroads, the telegraph, telephones, the cable and wireless telegraphy, ocean vessels, farm implements, and other machinery, electricity as a power, the post-office and mail service, the Civil War and its retarding influence upon our country's growth. Current topics discussed.

*Text-book:* See TERM A.

*Additional Work for Pupils Above the Average*—Parallel readings from Roosevelt's *The Winning of the West*; Bruce's *Daniel Boone and the Wilderness Road*; Fairbanks's *The Western United States*; Hart's *The Romance of the Civil War*; Hopkins's *From Bull Run to Appomattox.*

A pupil completing this grade should know that England's attitude toward her American colonies brought about a war that resulted in the independence of the colonies. He should know the general plan of that war—that the campaigns centered about the large cities, and that the English recognized the importance of gaining the Hudson and Mohawk Valleys. The Battle of Bunker Hill, the result of the Southern Campaign which spurred the colonies to drafting the Declaration of Independence, the double campaign of 1777, and Cornwallis's position and surrender at the close of the war should be remembered; also, the part played in this period by George Washington, Thomas Jefferson, Patrick Henry, Benjamin Franklin, Paul Revere, Lafayette, Cornwallis, and George the Third. The results, also, of this war should be known, the boundaries of the colonies in 1783; the weakness of the government during and after the war, and the need for stronger central government (see *Civics*).

The pupils should also know that our territory has grown as follows: Louisiana Territory was purchased in 1803 from France; Florida was bought from Spain in 1819; Texas was

annexed; the Oregon Country claim was settled by a treaty with England; the territory that includes the present states of California, Nevada, Utah, most of Arizona, and portions of New Mexico, Colorado, and Wyoming was ceded to the United States by Mexico practically within the administration of one president—James K. Polk, 1845-1849; the Gadsden purchase was made not long before the Civil War, and Alaska was bought shortly after the war had closed. The cause and result of the war of 1812 should be remembered.

He should have a general idea of the development of industries as affected by inventions, should be able to trace the improvements in modes of transportation from the first locomotive in 1830 and the first steamboat in 1807 to the present day, and discuss intelligently the capital and labor questions of to-day. He should know the reasons for growth in population, its resulting distribution, and westward movement, and should understand such topics as Spoils System, Monroe Doctrine, and Civil Service Reforms sufficiently to read intelligently the newspapers and magazines that deal with such questions.

The Civil War should be recognized as a retarding influence in the growth of our nation, caused by a difference in the industries of North and South and precipitated by the slavery and states' rights questions. The first Battle of Manassas, Sherman's March to the Sea, Sheridan's Raid, Lincoln's Emancipation Proclamation as a war measure, Jackson's Valley Campaign, The Seven Days' Fight Around Richmond, and the Battle of Gettysburg should be remembered; also the names of Lee, Jackson, Stuart, and Davis of the Confederates, and of Lincoln, Grant, Sherman, and Sheridan of the Federals, should remain in the minds of the class.

Pupils should know the significance of the following dates: 1492, 1607, 1619, 1620, 1763, 1776, 1789, 1803, 1812, 1823, 1845, 1850, 1861-65, 1898, 1914.

In Civics, a pupil leaving the seventh grade should know the functions of our national government, the branches necessary to carry on the affairs of the nation, the duties and powers of each branch, also the sources from which the government is supported financially. Current events relating to any changes in government should be read and discussed intelligently.

# DRAWING

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The aims of the course in drawing are:

To develop in the children the love of the beautiful as seen in nature, in the best available examples of art and handicraft, and in their environmental life.

To secure their appreciation of these things by developing a reasonable degree of skill in drawing from observation, memory, and imagination in distinguishing colors as regards hue, tone, and intensity, and in combining them harmoniously.

The aims of the course are attained by leading the children to express themselves fully and freely in drawing, by helping them to develop the drawing habit, and by encouraging them to think of the subject as a natural mode of expression. Another means of attaining the ends of the course is found in the basis for selecting and arranging the work of each grade. This basis is the *center of interest*.

In the primary grades much of drawing and industrial work is inseparable, and a close relation exists between these subjects in all the grades.

Seegmiller's *Applied Art Drawing Books* are used by the pupils, and Sargent's *Fine and Industrial Arts in Elementary Schools* is in the hands of the teacher.

## KINDERGARTEN

The little child's instinct to communicate, to express his ideas, takes form in drawing as well as in language. His first drawing is crude and indefinite, but gathers meaning as he feels the need of expressing his real experiences and picturing the imaginative events in his favorite stories. The art work of the kindergarten, therefore, is chiefly confined to illustrative drawing in color and in black and white. Some study of pictures connected with the children's daily experience is developed by means of conversation about them.

By the use of the crayon in the kindergarten the children gain added power of expression and so form clearer mental pictures. By the end of the kindergarten period their picture making has advanced from indefinite scribbling to drawings which show power to express ideas with increased ease and pleasure.

TERM A. Illustration of Mother Goose rhymes and home experiences, special days, and simple folk stories.

TERM B. Illustration of stories, special days, some simple drawing of flowers and leaves for general effect rather than exact detail.

### GRADE I

As self-expression is the end most desired in drawing we should give the child such drawing as will be easily possible for him and of a nature to develop his imagination, constructive instinct, power of imitation, color sense, and sense of rhythm and subordination.

TERM A. *Landscape*—Seasonal coloring of earth and sky; composition, more sky, more ground, level country, studied in pictures and copied; landscape used as background of original pictures in cutting; trees as feature of landscape drawn in color and tones of gray, placing of trees far and near in original picture.

*Nature Drawing*—Leaves and fruits drawn, cut, and colored; seeds, leaves, fruits used in rhythmical arrangement as borders for blackboard and booklets.

*Object Drawing*—Bold drawings in outline, and mass of toys, and other objects of interest. Teach to see limiting of planes by horizontal and vertical lines in table, blackboard, windows, doors of schoolroom, house fronts seen from windows, etc.

*Free Illustration*—Drawing, cutting, coloring of scenes to illustrate rhymes, poems, stories, games, and activities related to topics being studied.

*Color*—Used in all divisions of the subject. Teach primary colors and their union to make secondary, lighter, darker, in connection with coloring of landscape, trees, fruits, flowers, and toys.

*Picture Study*—Millet's "First Steps" and "Feeding Her Birds," Ronner's "The Cat Family," Lerolle's "Arrival of the Shepherds," Raphael's "Sistine Madonna."

TERM B. *Object Drawing*—Large drawings in outline and mass. Toys, table, doors, windows, cabinet of schoolroom; two houses, fence between; garden tools. Light and dark parts distinguished.

*Free Illustration*—Poses of classmates suggested by games and occupations; poems, stories, special days, illustrated; pets drawn from memory and from pictures; many trials.

*Landscape*—Spring landscape as background for children flying kite; pasture and cows, hens and chickens. Selected trees observed, drawn, colored, placed in landscape.

*Nature Drawing*—Spring flowers, such as jonquils, tulips, buttercups, drawn with crayon or cut from colored paper. Rhythmic arrangement of flowers for border or surface design.

*Color*—Used in all divisions of the subject. Review primary and secondary colors, light and dark; learn to recognize and match colors readily.

*Mounting*—Children begin to learn purposes of mounting for beauty and preservation, good color of mount, right width and margin.

*Picture Study*—Durer's "A Rabbit," LeBrun's "Mother and Child," Dupre's "In the Meadow," Van Dyck's "Baby Stuart," Hoffman's "Christ Blessing Little Children."

At the close of the year the class should have developed the habit of drawing with freedom and securing good results; should know the three primary colors, how to combine them to make the binary colors, and how to use them harmoniously; should be able to make very simple rhythmic arrangements of lines and spots in borders and surfaces under guidance; should be able to construct simple forms related to their interests, such as doll furniture, play tools for the garden, etc.

*Text-book:* Seegmiller's *Applied Arts Drawing Book*, First Year Book, in the hands of the teacher.

## GRADE II

Children of this age have very vivid imaginations, and are anxious to use every means to communicate their ideas to others. Expression, by means of illustration and construction, although crude, becomes a matter of course, and is always a source of pleasure and satisfaction. The children soon show indications of caring for the truth of their representations, and are constantly searching for means of getting more accurate results.

TERM A. *Landscape*—Seasonal landscapes painted. Sky book kept. Sunsets painted from observation; from memory. Blackboard drawings of landscape, level land, and hillside. Color landscape outlines. Study pictures of landscape, showing three trees in picture. Pencil drawings of trees, direction of stroke, dark trunk, lighter leaf masses. Tree placed in landscape. Color outline of landscapes with flat washes. Bare tree, Christmas tree.

*Nature Drawing*—Draw, paint, cut fall grasses, leaves, simple flowers, fruits, vegetables, evergreen sprays. Draw in outline, in mass, using different mediums, plants having different kinds of seeds.

*Design*—Rhythmic borders, brushwork, using leaf and seed motives. Stick printing. Drawing of lines vertical, horizontal, oblique, in borders, rhythmic arrangements.

*Color*—Review color work of first year. Find colors in natural objects and other beautiful things. Color taught, not as a separate subject, but in connection with all phases of drawing.

*Free Illustration*—Drawings of activities in connection with centers of interest. Illustrations of stories, etc.

*Object Drawing*—Objects in schoolroom, memory drawings.

*Picture Study*—Murillo's "The Melon Eaters," Holmes's "Can't You Talk?," Millet's "Feeding the Hens" and "Digging Potatoes," Raphael's "Madonna of the Chair," Holbein's "The Meyer Madonna." Selections from the German Color Prints. Adan's "Cat Family."

TERM B. *Object Drawing*—Seeing lessons, familiar things. Blackboard drawings. Draw front of house, doll house. Cut out and draw vase forms, flower in pot.

*Figure and Animal Drawing*—Picture studied. Positions taken and drawn, hoeing, watering flowers, etc. Pose as basis for illustrative drawing. Wild animals after circus.

*Free Illustration*—Special days, games, garden, and other grade activities furnish subjects.

*Design*—Striped rugs, end, center, using strips of colored paper or crayons. Objects made in industrial work decorated. Review of lines. Drill in use of lines in rhythmic borders. Spots used in same way. Wall paper designs for doll house.



*Color*—Continue use of six standard colors. Observe values in pictures. Paint in light and dark values. Use of color in all topics as far as practicable.

*Picture Study*—Reynolds's "Age and Innocence," Landseer's "The Lion" and "Dogs." Selections from the German Color Prints.

At the close of the second year of school the children should show increased ability to express what they see in line or mass; they should be able to recognize, distinctly, different values in gray or color, and to make good arrangement of lines and spots.

*Text-book:* Seegmiller's *Applied Arts Drawing Book*, Second Year Book, in the hands of the teacher.

### GRADE III

Provision is made for the growth of the imaginative, the creative, and the constructive instincts in having children make many original drawings, illustrations of stories, and arrangement of given motifs for definite projects. In strengthening mental images many memory drawings are made. As in the lower grades, drawing is continued as a means of expressing ideas, but increased clearness and accuracy of expression are expected.

The course outlined below is based upon the grade text, but order of work is determined by the grade topics, and whenever there is opportunity supplementary material, growing out of topics, should be used, thereby vitalizing drawing and relating it to other subjects of curriculum.

TERM A. *Landscape*—Copy pictures; original arrangements in composition. Suggestive study, "Close of Day," "A Sunny Afternoon"; seasonal pictures, "Fall," "Winter." Tree study (pine); character of lines of growth; silhouette; memory drawings; use brush and pencil, note difference in technique of the two mediums.

*Nature Drawing*—Draw and paint against a background, autumn flowers, berries, and seed pods. Vegetables in outline and mass.

*Color*—Teach by comparison different hues and values in nature. Work for appreciation of refined color.

*Illustrative Drawing*—Autumn occupations, harvesting scenes; special day work; illustration of stories, as "Story of the Wise Men"; winter sports, combining same with landscape work, as "a coasting scene."

*Design*—Geometrical and nature motifs for borders and surfaces to be used in construction work; copy and originate; rhythmic measures; use squared paper, colored papers, colored crayons.

*Movement Exercises*—Occasional drills in drawing circles.

*Object Drawing*—Draw toys singly and in groups. Make stories about them to cultivate imagination.

*Picture Study*—Whistler's "The Mother," Bodenhausen's "Mother and Child," Millet's "The Sower," "The Gleaners."

TERM B. *Object Drawing*—Familiarize children with six most common geometrical solids and shapes of their faces. Draw pictures of objects like them. Transportation models, as train of cars, milk wagon, etc.; same model from different viewpoints; drawings, imagining models in use.

*Figure Drawing*—Brush drawings of children at work and at play; take pose to feel action through their own bodies; pose for each other; compare poses; study drawings in text to note characteristics. Draw figures of children in action, as jumping the rope, bouncing ball, etc. Use pose work for study hour or home work.

*Landscape*—Draw February landscapes; times of day; different kinds of days.

*Nature Drawing*—Spring growths, buds, catkins, flowers. Brush exercises for technique. Study pleasing arrangements; search for many kinds of grasses and sedges. Mediums, brush, crayon, pencil.

*Animal Drawing*—Pets drawn from life, from memory, from pictures.

*Illustrative Drawing*—Spring occupations, gardening scenes; special day work; illustration of stories, as "The Ugly Duckling," etc.

*Design*—Color outlines, using two colors, as border and spot designs for rugs.

*Color*—Two grayed values.

*Picture Study*—Mauve's "Spring," Lerolle's "The Shepherdess," Michael Angelo's "David," Landseer's "Saved," Velasquez's "Prince Balthasar."

A reasonable standard of accomplishment has been reached if, at the close of the year, the children have an increased facility in drawing; have fixed in mind certain fundamental geometric relations as a means of expressing form; have gained skill and accuracy in handling materials; have better ideas of good spacing and proportions; an increased pleasure in ability to draw and discriminate qualities of color.

*Text-book:* Seegmiller's *Applied Arts Drawing Book*, Third Year.

#### GRADE IV

The children who have reached the fourth year in school are no longer interested in mere spontaneous play with drawing materials, but are becoming increasingly conscious of the quality of the product. Language is gradually, with growing ability in writing, taking the place of drawing as a medium of expression, and technical aspects of their drawings are more and more noted by the children. Their efforts are easily directed towards the solution of some problem which occurs in the project in which they are interested. Because of this consciousness of technical shortcomings in the product, there is need for much variety in practice of comparatively few problems—the form rather than the fundamental principle involved should furnish this variety.

TERM A. *Landscape and Tree Study*—Autumn landscape for color and tree study, winter landscape to get effect of snow upon a hillside. Trees in different surroundings; translate picture from black and white or pencil drawing to water-color, ink, or charcoal. Effect of distance. Brush or pencil drawings of single trees. Compare for technical study. Building up a landscape; make up a picture, considering spacing, light and dark. Blackboard work, study of characteristic mass and line of growth of three or more well-known trees.

*Color*—Color notes to record color schemes found in nature, collected and bound into a book. Changes in color with advancing fall, in leaves, trees and general landscape. Coloring of landscape drawings from book.

*Nature Drawing*—Plant sprays in black and white, light and dark, or color in two or three values. Much brush

practice for directness, sketch in lightly, then work in bold, firm strokes; arrange on an oblong.

*Design*—Use leaves as basis for corner design for book cover or envelope. Emphasize color, spacing, accuracy. Designs with squared paper for borders for costumes. Straight-line borders for boxes or baskets. Surface designs for construction work. Color Christmas cards.

*Illustrative Work*—Thanksgiving, scene from Grade VI play.

*Object Drawing*—Ellipse drill, paper and board, correct pencil holding. Transportation models, wagons, cars, etc. The same object in different positions. Imaginative sketching.

*Picture Study*—Alma Tadema's "Reading from Homer," "The Chariot Race," Raphael's "School of Athens," Myron's "Discobulus."

**TERM B. Object Drawing**—Teach children to see and to express what they see. Type solids named, related forms recognized. Draw a variety of these objects. Objects involving appearance of circle seen obliquely. Memory drawing. Parts of houses, windows, doors, chimneys, fences, gates.

*Figure Drawing*—Children at work and play; skeleton figures to show action lines. Illustrate favorite games and garden work.

*Color*—Compare fall and spring color; color notes.

*Illustration*—Occupations, stories, and original verses.

*Design*—Decorations for constructive work. Figure and conventionalized flower forms, stencils and traced outlines cut out for blackboard borders.

*Construction*—Valentines, Easter greetings. (See *Industrial Work*, p. 259.)

*Nature Drawing*—Brush, mass drawing with one stroke. Direct work. Arrangement of blossoms in enclosing form—sketched in pencil, same in color—may be used for Easter cards. Drill in brush holding.

*Picture Study*—Schreyer's "Arabs on the March," Troyon's "Holland Cattle," Murillo's "St. John the Baptist," Alexander's "Oral Tradition."

The drawing of the fourth year should give the children a fair ability in the use of water-colors for matching the hues of objects; a knowledge of what pigments to mix to produce certain color effects; of how to make a flat wash of color over a given area; discrimination of light and dark in color; spacing a border or surface design; planning margin and title space for book covers; arrangement of drawing in a space; and choice of shape and color of background for mounting drawings.

*Text-book:* Seegmiller's *Applied Arts Drawing Book*, Fourth Year.

### GRADE V

The work of this grade is closely related to the other studies and to the interests of the children. The desire for self-expression is utilized in the development of art appreciation and progress in technique, and the practical side of the child's life is considered in the selection of definite purposes. For more definite connections between the work outlined below and the purposes for which it is taught see *Drawing* under the *Centers of Interest* (p. 95).

**TERM A. Landscape**—Use of value scale for study of value relations of parts of pictures. Study of landscape in color; translate into some other color scheme. Composition. Space division and relation of horizon, ground mass, distance, tree masses. Copy landscape. Original arrangements. Use finder. Use different mediums. Copy pencil sketch of trees for technique. Pencil sketching from trees. Use all mediums.

**Nature Drawing**—Plant studies in water-color. All fall growths. Work for close observation and literal interpretation. Paraffin leaves. Careful study of leaves to be used in design.

**Color**—Study color schemes of autumn trees. Make color notes as preparation for design color schemes.

**Design**—Design decoration for portfolio made, lettering, space breaking, color. Decorative spottings of landscape for book backs, head and tail pieces. Stencils, unit, border, surface. Lettering—practice alphabet on squared paper, noting proportions, memory lettering. Select texts to be lettered. Letter book back, poster, program, invitations. Space division. Rosettes designed from a given unit.

*Object Drawing*—Pencil drawing of pottery forms and fruits, seed packs, flowers, and still life. Composition. Perspective, principles of curvilinear objects.

*Picture Study*—Murillo's "St. John and the Lamb," "Children of the Shell," "Holy Family," Ruysdael's "Windmill," Watt's "Sir Galahad," "The Coliseum."

TERM B. *Landscape*—Spring landscapes, applying principles learned in fall.

*Nature Drawing*—Help pupils arrange studies of spring growths against harmonious backgrounds. Leaf study, careful outlines, suggest venation.

*Color*—Schemes of two intensities and hues worked out in printed outlines.

*Design*—Continue rosettes and color them. Design book cover for grade notebook. Enlarge given outlines and fill in with two intensities of a color.

*Object Drawing*—Perspective of curvilinear objects. Simple still life studies and flowers. Emphasis of large masses and values.

*Figure Sketching*—Sketches of children in class, poses, games, occupations. Study poses in pictures and draw action lines from them. Memory drawing of people in street, etc. Stress action pose. Have children pose for each other. Feel action.

*Illustrative Drawing*—Use illustrative drawing requiring figure sketching.

*Bird Drawing*—Color outlines. Cultivate love for birds. Enrich with bird poems and stories, add to bird book of last year.

*Brush Exercises*—Careful holding drill, sprays in brush drawing.

*Picture Study*—Vanderlyn's "Landing of Columbus," Guido Reni's "Aurora," Anderson's "Choir Boys," Decorations in the Congressional Library, Rosa Bonheur's "Oxen Ploughing."

Children leaving the fifth grade should be able to represent general proportions correctly, to make simple plans and patterns needed in school and their homes, to modify natural forms for decorative purposes, to appreciate good spacing, to

letter, and to use water-color intelligently in intensities and hues.

*Text-book:* Seegmiller's *Applied Arts Drawing Book*, Fifth Year.

### GRADE VI

A desire to work toward definite ends, and a willingness to spend much time on a single project, if it is considered worth while, are characteristics of children of this grade. Owing to the social instinct which is developing, the project may be one that concerns the whole group rather than the individual. Owing to the child's love of experimenting, it is possible to lead him to originate designs, color schemes, etc. The great need of establishing correct habits at this time makes it important to stress accuracy and the representing of things as they are. The child's growing appreciation of the beautiful makes it possible to do a good deal of profitable picture study.

**TERM A. *Landscape***—Study of earth and sky at sunset and later for contrasted tones; pencil sketches of trees and landscapes showing light and dark parts, from copy for technique, and from nature; placing pathway in picture; original composition; work in grays, in color, and in two colors and a gray; change landscape from one method of treatment to another; use finders frequently; decorative landscape compositions made.

***Color***—Studied in connection with design and other phases of the work; many color notes of trees and flowers, and any schemes found in nature; hektographed outlines, or those printed in book colored; same study done several times, using different color combinations; frequent use of value scale made; color schemes, using two colors and gray, worked out.

***Nature Drawing***—Pencil drawing of milkweed pods, considering arrangement in enclosing form and technique; same study in other mediums; pencil drawings of other weeds; studies used later as design motives; pencil drawings of big vegetables considering specially variation in line.

***Design***—Book cover design for nature booklet, using motifs gained from nature drawings; lettering for book cover, mottoes, labels as needed; poster lettering, decorative arrangement; original stencil patterns; vase forms studied and cut from paper; relate to object drawing.

*Construction Drawing*—Working and pattern drawing of paper box or basket.

*Picture Study*—Millet's "The Angelus," "The Gleaners," and "The Sower," Corot's "Dance of the Nymphs."

TERM B. *Object Drawing*—Perspective principles already taught, reviewed, and straight-line parallel perspective begun; perspective principles in magazines and books looked for; pencil sketches of objects illustrating principles; vase drawing, related to vase designing; tiles using straight-line designs drawn and colored and worked out in clay if possible; group of two objects drawn; laws of grouping taught.

*Figure Study*—Costume pose, method of work studied; animal drawing from life.

*Nature Drawing*—Brush drawings of spring flowers, those in book, copied for technique; much practice for brush holding; pencil drawing of flowers made and used later in design.

*Landscape*—Spring or winter landscape painted for composition and color.

*Design*—Units from flowers developed; color schemes found in color notes used.

*Picture Study*—Rubens's "Descent from the Cross," "Assumption of the Virgin," and pictures of children; Hobbema's "Avenue to Middleharnis."

A child leaving the sixth grade should draw more thoughtfully and correctly; he should have better ideas of proportion, proper spacing, and of the grouping of objects; he should have become acquainted with the decorative possibilities of symmetrical arrangements of units made from flower forms, etc.; he should have increased ability to match colors and to discriminate between different tones, and from his study of pictures he should know, in a general way, what constitutes a good picture, and should have a more intelligent appreciation of beautiful pictures.

*Text-book:* Seegmiller's *Applied Arts Drawing Book*, Sixth Year.

## GRADE VII

By the time children have reached Grade VII they should be able to secure definite and fairly satisfactory results. Because the creative imagination is strong, much original work



may be attempted. The best possible examples for imitation are presented, and the class undertakes the working out of ideas that will interest the grade as a whole, as well as individually, and be of definite value. Quality rather than quantity is emphasized. Facility of expression is developed through rapid sketching, and thoroughness through painstaking, accurate workmanship. Every opportunity is used to develop judgment and appreciation through color, form, line, and arrangement.

**TERM A. *Landscapes***—Study pictures for values. Illustrate word pictures. Work out same landscape in different mediums. Study trees for comparative characteristics. Work from picture, from photograph, from nature. Copy for technique.

*Nature Drawing*—Pencil sketching of nature sprays, noting tone, structure, texture. Direct treatment, copy for technique, feeling, composition.

*Color*—Study as part of all phases of the work. Make many color notes. Combine different values and intensities of color with gray.

*Design*—Make design units from nature motives, apply to definite project as candle shade, table runner. Book cover with design fitted to title or use. Stencil for blackboard border or other need. Poster and invitation for special occasion. Lettering, direct work, letter a text. Stress exactness and mechanical accuracy.

*Picture Study*—Corot's Landscapes, American Artists.

**TERM B. *Object Drawing***—Review curvilinear perspective and parallel perspective. Teach angular perspective. Collect illustrative material. Draw objects illustrating principles, emphasizing correct appearance rather than theory.

*Design*—Pattern drawings for boxes. Decorate with geometric or nature motives. Enlarge units given, color. Continue last term's design principles. Apply.

*Figure Sketching*—Study for composition and color. Relate to reading, history, geography when possible.

*Nature Drawing*—Brush work. Children to arrange the study, have direct handling, try several studies in grays. Pencil sketches of spring growths, technique, composition.

*Color*—Color to be given, not as a separate subject, but as a part of all work. Tint printed outlines in two intensities of color.

*Picture Study*—Corot's Landscapes, American Artists.

At the close of the term the children should be able to draw readily, handle all materials with a fair amount of skill, know how to combine colors harmoniously, be able to originate pleasing designs suited to some definite purpose, and have some definite appreciation of beauty in nature and art.

*Text-book:* Seegmiller's *Applied Arts Drawing Book*, Seventh Year.

## ELEMENTARY SCIENCE

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The aims of the work in Elementary Science may be summarized briefly as follows: Training the children in intelligent, scientific observation in the field of natural science; accuracy in reporting what they see; drawing reasonable conclusions; creating in them a love for nature and an interest in the community and personal health.

Observation of public utilities and health conditions (personal, home, and city) furnish the basis for detailed work in physical science, sanitation, and hygiene.

Interest in gardening and seasonal changes largely determines the specific work in nature study and agriculture.

### KINDERGARTEN

Interest in nature is connected in the kindergarten with the child's natural instinct at this period to manipulate and examine many different objects in his environment. He is interested in and curious about bright colored objects and living, moving things. He brings to the kindergarten flowers, leaves, and insects as he finds them on his way to school. The work is based on these incidental opportunities which the interests of the children develop.

Some typical examples follow.

TERM A. Observation of the changing colors of leaves and the recognition of certain common leaves such as maple and oak. Sorting of nuts and seeds. Changes of forms of water under varying temperatures. Care of plants in the schoolroom.

TERM B. Observation of bulbs planted and grown in school. Gathering and sorting of spring flowers. Conversation about moon and stars, light and warmth of the sun. Attention directed to lengthening of days; return of birds; moths and butterflies.

The result of this work for the children is not expected to be so much a definite gain in knowledge as an attitude of mind which will lead to increased love and appreciation of nature.

## GRADE I

The child in the first grade is keenly alive to sense impressions; he loves to see, touch, and handle things. He also possesses an innate wonder about natural things which is easily developed into curiosity to know more. The general acquaintance which he made in the kindergarten with flowers, trees, birds, etc., is extended into more definite knowledge, and a beginning made of intelligent interest. He is led to observe and report on obvious phenomena as they occur in the changing seasons. While his chief interest is in learning what things are, what they do, and what they are for, he is able to draw many other simple inferences. Following are the large topics:

TERM A. Flowers, wild and cultivated, noted for identification and beauty; ripening of fruits and seeds; grasshoppers, caterpillars, cocoons and chrysalises; coloring and falling of leaves; migration of birds; cat, dog, squirrel. Eskimo home; study of life in cold countries.

TERM B. Signs of returning life in early blooming flowers; budding, leafing, blooming, seeding of trees; moths, butterflies, earthworms, ants, tadpoles, rabbits, returning birds; as days grow longer and warmer, study of life in hot countries through a tropical home. Special trees: maple, oak, tulip. Special birds: robin, bluebird, cardinal.

## GRADE II

Curiosity is very strong in the children at this age, and often leads them to be interested in everything around them. This instinct is utilized in training the children to be more observant of, and interested in, things in their environment. At the same time, they learn many useful facts about the topics studied. They are encouraged to find out things for themselves.

Following up simple recognition of the plants, birds, and insects studied in the first grade, the children of the second grade learn more of their characteristics. They grow more accurate in their reports of observations and gain more power in drawing conclusions.

TERM A. General observations of varying lengths of day and night with season. Calendar of daily observations for part of the fall. Observations of changes in animal life as noted in the first grade. Preparation for winter as noted in bulbs, seeds, buds, and roots; bulb as plant storehouse. Food plants of locality. Names of flowers blooming in garden. Recognition of wild carrot. Seed chart kept.

Migration of birds. Winter birds: chickadee, downy woodpecker, robin, catbird. Relation of birds to garden. Insects in garden: potato bug, cutworm. Special trees: sycamore, magnolia, poplar, holly.

TERM B. Cardinal points in connection with direction of wind. Calendar of daily observations for part of spring. Effect of sunshine and rain on ground and plants. Relation of slope to drainage. Concept of spring, river, valley, grassy plain, wooded hills. Study of pine and oak trees and lumber. Names of flowers blooming in the garden. Recognition of bloodroot, dogtooth violet, bluets, and speedwell. Migration of birds; titmouse, mocking-bird in home yards. Insects in garden: cabbage worm, ladybug. Special trees: Review of same trees studied in fall. Studies made of branching, buds, leaves, flowers, fruit. Introductory study of soil and garden.

Germination of peas, beans, corn. Function of house in relation to weather. Light and ventilation considered in building house. Importance of sleep, rest, light, fresh air, cleanliness.

### GRADE III

The outline of work for this grade grows out of the main tendency of curiosity and interest in the new and striking. Other tendencies that serve to make children love nature are collection, manipulation, and motor activity. The knowledge gained from the gratification of mere curiosity, combined with a natural enjoyment, forms the basis for a permanent interest in and love for nature. Because of the child's strong imagination his observations are likely to be magnified and unreliable. To counteract this tendency and to promote accuracy both in observing and reporting nature facts, records are kept and the children are regularly required to test and correct reports by further observation.

TERM A. Recognition of common fall and late summer flowers, wild and cultivated. Plan to destroy seeds of weeds injurious to school garden. Different methods of seed dissemination noted and recorded in chart form; collection of seeds for spring gardening. Observation of metamorphosis of insects, especially those injurious to garden products. Trees studied from standpoint of leaf identification, coloring, and fall of leaves. Observations recorded upon chart. Recognition and simple study of evergreens at Christmas time. Migration of birds observed; list made of those that remain during the winter. Planting of window-box, and flower-bed in the garden. Cuttings: geraniums, wandering Jew, and begonias. Bulbs: crocus, tulips, and narcissus. Individual pots may be planted if desired and the spirit of competition encouraged. Good and unfavorable soils studied in connection with this plant growth. Study of corn, wheat, and sheep from the standpoint of uses to man in connection with Industrial Work; a chart made of corn and wheat food preparations. Weather records. (See *Geography*, p. 244.)

TERM B. Formation of rain, hail, sleet, snow, frost, and dew studied. The service of snow is especially noted. Winter twigs of red and sugar maple, oak, elm, apple, peach, pear, plum, beech, poplar, tulip, and sycamore trees recognized; year's growth measured and rate compared. Force budding twigs in house and study buds as plant storehouses. Tree calendar kept to show dates of the appearance of leaf and blossom. Birds' nests collected and identified where possible, and trees noted in which most nests are found. Spring flowers recognized and record kept to show date of their appearance. Return of birds noted. Informal talks based upon Miller's *First Book of Birds*, and Torrey's *Everyday Birds*, given for the purpose of enlisting children's interest in bird life. Through pictures and observations teach the recognition of common resident birds. In connection with a sand table representation of a farm (see *Industrial Work*, p. 257), study location of home and outbuildings in relation to drainage and sanitation. Weather records. (See *Geography*, p. 244.)

#### GRADE IV

Children at this age are intensely active, and this tendency is noted in their curiosity to know the why and the wherefore

in reference to what they observe. Interest in nature may wane unless new aspects and relations of familiar objects which they collect and facts observed are brought out. The child's interest in his own ability and achievements is the starting point for the lesson on *Good Health*.

The work aims to give the child ability to give a very simple, accurate, written description of his observation after it has been discussed in class, and to make him habitually thoughtful about cleanliness in personal habits.

TERM A. General noting of fall phenomena; life history of caterpillars which the children have previously observed in one or more stages. Migration of birds noted. Leaf coloring and falling of leaves from standpoint of nature's economy. A calendar of coloring and falling leaves may be kept to follow up spring work in Grade III.

*Hygiene*—As outlined in text.

*Text-book*: Gulick's *Good Health*.

TERM B. Hygiene continued until return of birds about March 1. Bird observation notes and calendar kept by class. Comstock's *Hand Book of Nature Study* as teacher's guide in treatment and selection of subject matter. *Fifty Common Birds of Field and Orchard*, Farmer's Bulletin.

## GRADE V

The work of this grade grows mainly out of the child's natural inquisitiveness into the causes of the common, natural phenomena of his daily life, and his tendency to direct physical activity to practical ends. It is made possible by his ability to reason in concrete situations and to learn general truths through specific illustrations. It aims, primarily, to arouse interest in the laws of nature, to develop the power to reason in connection therewith, to teach a few scientific truths which every intelligent person should know, and to impart information needed for the proper care of the body. Incidentally, it affords a basis in experience for future reasoning in connection with geography, hygiene, and physics. It consists of simple experiments and discussions to teach scientific truths as needed for comprehension of subjects in which the class is interested, and of simple lessons on what to do in the little accidents of everyday life.

TERM A. The work of the previous grades reviewed as interest and necessity demand. Three forms of water: change of form, evaporation and condensation, melting and freezing, the boiling and freezing points of water, the fact that different substances change form at different temperatures, latent heat, practice in reading the thermometer. Hygiene of accidents.

*Text-book:* Gulick's *Emergencies*.

TERM B. Review as needed. The rising of heated air; expansion by heat, gravity, air pressure. Combustion, rust, breathing. Hygiene of accidents continued.

*Text-book:* Gulick's *Emergencies*.

A pupil leaving the Fifth Grade should be able to do what is needed for immediate relief in cases of sprains, bruises, cuts, punctured wounds, bites and stings, fire, ivy poisoning, nose accidents, choking, cramps, fainting, drowning.

He should know the three forms of water and be able to give illustrations of each, the boiling point and freezing point of water, and be able to mention substances whose boiling or freezing points differ from those of water, be able to read an ordinary thermometer accurately, and should know, in answer to specific questions, that in melting and evaporation heat is used up, while in freezing and condensation it is given out. He should know why things fall downward, what is meant by "down," and be able to illustrate the fact that in gases and liquids the heavier thing goes to the bottom. He should be able to give an illustration of expansion by heat, and know why smothering will put out a fire and kill a person.

## GRADE VI .

Curiosity and an interest in the novel are still dominant at this age, and while still largely confined to the concrete, are gradually broadening to include problems and situations not directly in the child's own experience. The Elementary Science course aims to make use of this tendency and to direct it into useful and helpful channels. To this end the child is encouraged to trace the development of some of the notable inventions that affect his life, and to inquire into the conditions out of which they grew. His tendency to physical activity also dominant, as well as his curiosity and desire to



manipulate, is given an outlet through the performance of simple experiments, and the construction of simple apparatus. The social instinct is beginning to develop. The course, both in inventions and in sanitation, is designed to strengthen this instinct by leading the child to realize the interdependence of nations and individuals, his personal debt to great men and great nations of many ages for the things that make his life easier and richer, and his consequent obligation to his own and future ages.

Through this course the child is given much opportunity to arrive at conclusions for himself through the performance of experiments and from facts supplied by the class and the teacher. By bringing him in contact with some of the wonders of natural science, he is led to an appreciation and love of nature. Through the study of diseases that affect his own community, and of means of preventing them, an interest in personal and community health is aroused.

*How to Study*—In the work in sanitation practically the same factors of study are emphasized as in history, and in the work in inventions this is done as far as practicable without a text-book. In addition to these, the using of ideas is an important factor.

TERM A. Sanitation and its relation to preventable diseases. Study town water system—discuss purity of supply, filtration, drinking-fountains, springs, and wells. Sewerage system, care of streets and sidewalks.

Special emphasis upon community health.

*Text-book:* Ritchie's *Primer of Sanitation*.

TERM B. Further application of physical science study of Fifth Grade, and the development of new scientific truths in the study of everyday conveniences, and of notable inventions that affect the lives of the children either directly or indirectly, as the telegraph, telephone, wireless, the compass, the thermometer, automobiles, aeroplanes, etc. Experiments and constructions where feasible.

A child leaving the Sixth Grade is expected to have a greatly increased appreciation for the inventions that affect his life, and that he has heretofore taken as a matter of course, and a greater interest in what he hears and reads of scientific discoveries and inventions. He is expected to show increased interest in things pertaining to his own and community health.

He should know, from the study of history of inventions, what country produced each, what men (if known), and something of its effect upon the world. As a result of the experiments he should know some of the simple scientific truths, as the effect of heat and cold upon solids, liquids, and gases, air pressure, something of the pendulum, the lever, the refraction of the rays of light, etc., and something of the properties of electricity.

## GRADE VII

Since this grade must deal with children in the adolescent period, it seems wise at this time to make them better acquainted with the structure of the body. The physiology taught is subservient to hygiene, however, for the course is planned first to create the feeling that the body needs the best possible care, and, second, to suggest the ways of caring for it.

Children at this age are interested in making the home surroundings more attractive, and care is needed to direct this interest along the right lines, so that good taste may be developed. To this end a flower garden, in which may be found several varieties of plants, is planned and cultivated by the grade. These plants are classified according to their requirements for propagation, and planted to produce the best effect.

As the spring season advances certain observations are made in this garden which arouse a curiosity concerning the germination of seeds, growth of plants, flowers and their function, also pollination. To satisfy this a very elementary course in botany is given.

Through interest in this flower garden the children are led into a simple study of insect life, and especial attention is given to combating the insect pests common to garden plants.

*How to Study*—Physiology makes use of many of the factors used in studying history, and constant use is made of charts as the anatomy of the body is studied. During the spring the tests or experiments follow a prescribed order so that the reasoning may become more logical. Verbal reports are made according to this outline:

- Problems Definitely Stated,
- Method of Procedure,
- Conclusion Drawn from Observations.

TERM A. *Hygiene and Physiology*.—The course in hygiene and physiology is as follows: The plan of the body; the brain as the ruler of the body; the skeleton and its function; muscles and the importance of exercise; the digestive organs and the foods that are best adapted to the building of certain tissues; the circulatory system; respiration and the need of fresh air; the prevention of diseases and spreading of disease germs.

*Text-book:* Ritchie's *Human Physiology*; supplementary, *The Gulick Series* as needed.

TERM B. *Elementary Botany and Agriculture*.—This course is planned as follows: Formation of the soil; soil improvement; planning and planting school and individual flower gardens; testing seed for vegetable gardens of the lower grades; consideration of different modes of propagating plants; study of the flower and pollination; study of insects and means of exterminating the harmful ones.

*Text-book:* Dugger's *Agriculture for Southern Schools*. Supplementary: Burkett, Stevens, and Hill's *Agriculture*; also pamphlets from the Department of Agriculture at Washington.

Students ought to finish this course with the idea that they are largely responsible for what their health will be. They ought to realize that for their own usefulness and pleasure, health is essential, and that each individual is a part of the great chain of health.

Through the Nature Study they should know how to plan and plant a garden, and the importance of testing the seeds before planting. The parts of a flower are learned and plant breeding is understood. The standard remedies are learned for destroying insect pests and plant blights.

# ENGLISH

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The general aims of the teaching of English should be identical with the general aims of all education. The work in this subject is exceedingly broad and varied in itself. It includes all the diversified work given under reading, language, and literature. And as English permeates all other work done in school, it prospers or suffers according as does all other work. English teaching has certain specific aims. Reading aims to enable the child to grasp the thought on the printed page and to make it his own, and, in reading aloud, to give it to others; language work aims "to make every child a master of good English for common uses"; the study of literature aims to train the esthetic sense. But the value of the accomplishment of all such specific aims in English is seriously impaired unless they are constantly and clearly conceived as means toward the greater ends of (1) promoting mental growth, (2) training for social living, and, withal, (3) broadening and elevating character.

English is often spoken of as "the core of the curriculum," the heart of the course of study. Keeping an anatomical figure, we may better think of it as not the heart only, but as the whole arterial system, and a sort of nervous system as well. In the metabolism of mind, language furnishes the main channels for both the anabolism of impression and the katabolism of expression. Both processes are absolutely necessary to cell growth. Furthermore, in terms of the nervous system, language is the means of making evident the functional reflexes of ideas presented to the child's mind. If we wish to test whether he understands an idea we ask him to tell it in his own words, and we judge of his grasp of a subject by the ease and accuracy with which he uses the vocabulary of that subject. To sum up, from the point of view of the subject matter in the course of study and of the child's mental growth, English is universally, not only the means of instruction, but, as McMurry says, it also furnishes "the best test of the vitality of instruction." It is, therefore, of the utmost importance to the success of English teaching that the aim of the work in English identify itself with the aim of the whole course of study. The close inter-relation of English and the other subjects in this Course of Study appears constantly in the Formulation by Grades.

The social significance of the training in the mother tongue, and the opportunity which this work offers the teacher for

developing character, are also of paramount importance in considering the place and aim of English in the course of study. Since language was a product of social life, and is of use primarily for social intercourse, proper work in language should aim not merely to develop and train the power of speech; it should aim to make the child socially efficient. Therefore, the course of study aims to make the conditions under which the child receives his training in language in the schoolroom as nearly as possible like the conditions under which he will use the language in life out of school. For then, only, will the aptitudes acquired in school function easily and naturally in living out of school. Reading to others for a purpose is the constant practice. Language lessons become natural and lifelike. The elements of correctness, clearness, and effectiveness are acquired as a social duty and not as a perfunctory school exercise. And with the social end in view, the teaching of literature becomes largely a study of human nature rather than of books. It aims to help the child to love people and better to understand others so that he may live peaceably and happily among his fellows. The social motive in English is everywhere the vital motive.

In carrying out the aims discussed above with reference to the child's relation to the other subjects in the curriculum and his relations to social living, the English work aims consciously also at the development of personality by strengthening character and elevating ideals. The work done under this Department, particularly in language and literature, has, in a special sense, high ethical aims. For by giving opportunity for the expression of the child's own thoughts and aspirations and ideals, the language work enables the teacher to discover the particular bent of each individual pupil, and to help in the formation of his plans for life. This applies particularly, of course, to the more advanced grades. And in the literature studied, the child is brought face to face with high ideals of life and character which serve as models for action and which inspire to noble resolutions.

## READING

To every subject in the curriculum reading bears, in some degree, the relation of a means to an end, and the ability to acquire knowledge from the printed page is, for practical purposes, the most important single contribution made by the early

grades to the child's equipment to learn and to live. The practical usefulness of reading is further enhanced by the addition which the practice of it makes to the child's power of self-expression, both oral and written, through the enrichment of his vocabulary and the increase in his general command of the language and by the training of his voice.

The child must get the thought from the printed page before he can give it to others; therefore, silent reading must precede oral. Through silent reading the child is taught to get the thought accurately and rapidly. Practice in sight-reading of simple material is given to develop fluency. In oral reading the ideal held before the child is that of simple, natural reading which shall convey to the listener the true meaning of what is read. The material read is selected with special reference to literary value and with due consideration of the child's needs and capacities. If he obtains real enjoyment from what he reads, the mechanical difficulties will be more easily overcome. The body and voice are trained to express thought and feeling. Special attention is given to articulation, enunciation, and pronunciation.

The work in reading includes:

1. Definite and supervised periods for silent reading,
2. Frequent opportunities for sight-reading,
3. Daily practice in oral reading.

## GRADE I

The prominent characteristics of the child just entering school are imitation, keen perception, with an astonishing power to remember word forms, and a curiosity to enter the mysteries of reading. These form the chief guides in the teaching of reading during the first year.

By the end of the year the children should have read all or parts of four or five primers; they should have a knowledge of all the elementary consonant sounds, the short and long vowel sounds, and should be able to apply these in determining short words met in reading.

### TERM A.

The first reading is from hand-printed charts which give expression to the interesting daily experiences of the child. Script is also used freely at this stage. At the end of about

six weeks the basal Primer is begun, chart lessons still continuing. A little later the chart is dropped and an easy supplementary Primer is used.

*Phonics*—Ear training to distinguish the elementary sound of spoken words. Consonant sounds learned. Rhyming words pronounced from analogy through the use of phonograms. Initial consonants used as an aid in remembering words.

#### TERM B.

Basal Primer completed.

Supplementary: *Riverside Primer*; *Reading-Literature Primer*; *Progressive Road to Reading*, Book I; *Summers Primer*; *Bender Primer*; *Horace Mann Primer*.

*Phonics*—The short and long vowel sounds are learned. Word building from phonograms found in reading. Many words in reading lessons determined by phonetic analysis, unusual vowel sounds being often told by the teacher, the child doing the blending.

### GRADE II

Imagination, curiosity, and the ability to dramatize are strong characteristics in children at this age. In addition to this they memorize easily and like to work for good results. This has led to the selection of a great deal of material that covers a wide range of topics.

The aim is increased proficiency in the mechanics of reading and firmer establishment in the habit of reading for thought. In addition to the daily reading lessons the children have access to the Juvenile Library, and the work is still further supplemented for those who are capable of advancing more rapidly. For the sake of repetition as opposed to mere drill, the same story is often read in several different readers.

The work in phonics is a continuation of that begun in the first grade, extended to include more difficult phonograms and the application of all phonics learned.

Selections from books listed for the first grade are used to overcome mechanical difficulties and to develop freedom in reading.

By the end of the year the children should be able to read at sight and with freedom stories in primers and first readers, they should have read the whole or parts of twelve readers,

and they should be able to apply their knowledge of phonics in working out the greater number of phonetic words in their reading books.

TERM A.

Free and Tredwell's *Reading-Literature*, First Reader; Holbrook's *Hiawatha Primer* (Selections); Van Sickle and Seegmiller's *Riverside First Reader*; Baker and Carpenter's *First Language Reader*. Several primers are reviewed also.

TERM B.

Summers's *First and Second Readers*; Free and Tredwell's *Reading-Literature*, Second Reader; Van Sickle and Seegmiller's *Riverside Second Reader*; Baker and Carpenter's *Second Language Reader*; Bigham's *Merry Animal Tales*; Oswell and Gilbert's *Second American School Reader*. Selections from other first and second readers.

GRADE III

In passing from the lower primary grades an important transition is made in that the children's stronger curiosity and love for imaginative situations lead them to do more voluntary reading. Every effort is made to strengthen and direct this habit. With the exception of the silent reading period spent in the Juvenile Library, the main emphasis is placed upon oral reading, since the children require much help in gaining correct pronunciation and clear enunciation.

TERM A.

Required Texts for Section A: *Riverside Second Reader*; *Elson Primary Readers*, Book II.

Supplementary Text: Holbrook's *Nature Myths*.

Required Texts for Section B: *Riverside Third Readers*; *Elson Primary Readers*, Book III.

Supplementary Text: Holbrook's *Nature Myths*.

TERM B.

Required Texts for Section A: *Elson Primary Readers*, Book III; *Riverside Third Reader*.

Supplementary Text: *Reading-Literature*, Book III.



Required Texts for Section B: Baker and Carpenter's *Language Readers*, Book III; Baldwin's *Old Stories of the East*.

Supplementary Text: *Reading-Literature*, Book III.

#### GRADE IV

The keen mental activity of children at this period gives a strong impulse to reading—they now read to *know*, as well as to get the pleasure of imagining new situations. Since the child's appreciative reading vocabulary does not yet equal his speaking vocabulary, in most cases, word drill is a necessary part of most lesson preparation. Much reading aloud from texts and from juvenile magazines is done for entertainment of other pupils and classes—a motive for earnest practice and study being found in the aim—"to give people a good time." Silent reading is done in the library in connection with history and geography, as well as in preparation for reading aloud, except when oral work is "sight-reading." At least one complete literary work is read aloud in this grade.

##### TERM A.

Texts: Howe's *Third Reader*; *Reading-Literature*, Book IV.

##### TERM B.

Texts: *Elson Primary Readers*, Book IV; *Little Lame Prince*, Mulock.

Supplementary: *Children's Magazine*; *Little Folks' Magazine*.

#### GRADE V

In this grade the mere desires for verbal expression and individual achievement are no longer sufficient motives for securing desired skill in oral reading. While these are still present, the more potent tendency to direct all activity to definite ends demands a purpose for the expression and achievement, and this purpose is supplied through the social instinct by providing group work and an audience to be read to. Dramatization and selection of interesting material are also important factors in making the oral work vital. The practical tendency, combined with self-reliance, constitutes the

basis for the work in the use of the dictionary, which is taught as an immediate aid to independent reading, and for the work in silent reading. In the latter, emphasis is placed upon adapting the method of reading to the purpose, as in the case of headlines in newspapers, and lessons in how to read silently are given. (For work of this nature done in connection with other subjects see *Literature, Geography, and History.*)

The results expected from the year's work are increased power to interpret the printed page; consciousness of method of study; greater ability to read orally; a gain in distinctness of enunciation and articulation; ability to pronounce words from Webster's Dictionary, and some skill in finding suitable definitions. Incidentally, there should result increased self-reliance, greater initiative and power of coöperation in group activity, and a wholesome check, through the habit of dramatization, upon the development of self-consciousness.

TERM A. *Text-books:* Elson *Grammar School Readers*, Book I; Collodi's *Pinocchio*; Hazard's *Three Years with the Poets*; Webster's *Common School Dictionary*; Boyce's *Enunciation and Articulation* in the hands of the teacher.

TERM B. *Text-books:* Same as in Term A, with the addition of Eggleston's *Hoosier School Boy*.

## GRADE VI

Since the sixth grade age comes within that period which is preëminently the habit-forming period, or rather the period when habits may be shifted, made over, or firmly fixed, much time is devoted to reading, both silent and oral. Much attention is given to enunciation, and expressive reading, and to rapid yet thorough reading through concentration. The text-books of the grade, because of their variety and increased difficulty, afford excellent material for silent reading, and the Juvenile Library, in which at least one period a week is spent, affords another opportunity for training in silent reading, both during that period and at home. Often part of the library period is given by the teacher to reading to the children, both to stimulate interest and to set the standard, since imitation may be made to play an important part in teaching oral reading.

Some of the selections used for oral reading in the grade are comparatively simple so as to afford much practice in rapid reading, and thus fix habits. Other more difficult selections are taken with a view to enabling the child to get and give thought when the sentence structure is involved and the thought difficult to follow. Much attention is given to leading the child to appreciate and to express in his voice the feeling in the passage. Often the technical difficulties in such selections are not mastered thoroughly, as too much drill kills the interest, and the same practice can be given through other selections involving like difficulties.

The material used for oral and silent reading, not including text-books in other subjects, Juvenile Library books, or the stories listed under Literature in the Story Life Center of Interest, is the following:

TERM A. *Elson Grammar School Readers*, Book III; Selections from Alexander-Blake's *Graded Poetry*, Sixth Year, as Longfellow's "Courtship of Miles Standish"; Lowell's "Vision of Sir Launfal"; Van Dyke's "First Christmas Tree"; Ouida's "Dog of Flanders."

TERM B. Ouida's "Nürnberg Stove"; Selections from Alexander-Blake's *Graded Poetry*, Sixth Year; Lucy Fitch Perkins's *Robin Hood*; Selections from Longfellow's *The Children's Hour and Other Poems*; Ruskin's "King of the Golden River"; Hawthorne's "Great Stone Face."

## GRADE VII

Oral reading and reports from silent reading are potent factors in the effort, at this time, to overcome self-consciousness in the children, but a careful selection of reading matter must be made and tactful handling is needed, if interest may be expected to overbalance this tendency.

The texts in other subjects, together with the Juvenile Library books and the magazines, all contribute to the children's thought getting through silent reading. The reading text and the class newspaper, taken by each child in the grade, afford abundant material for practice in reading aloud or relating what has been read so as to entertain others. Silent reading is stressed, careful enunciation is insisted upon, independence in determining the pronunciation of new words

is urged, and in reading poetry great care is taken to give proper value to both the rhythm and the thought.

Often the teacher reads to the class, to clear up difficulties or to bring the subtle beauty of thought and language more vividly before the children. Class criticisms are vitalized through the choosing of a reader by the class to present articles or stories that the teacher brings from time to time.

TERM A. *Texts*: Selections from Riverside Literature Series, Grade VIII; Baker and Carpenter's *Sixth Reader*, Irving's "Rip Van Winkle" and "The Legend of Sleepy Hollow"; Dickens's "A Christmas Carol"; also poems and stories from American authors used as they correlate with history, or as they are suited to grade interests.

TERM B. Hale's "A Man Without a Country" (read to class); some selections from Southern poets are used to supplement texts.

## LANGUAGE WORK

"The aim of language study in our schools," says McMurry, "can be stated with transparent simplicity and clearness. It is to make every child a master of good English for common uses." To have each child form habits of talking and writing effectively is the aim of the work in language. He must master the technical elements of correct pronunciation, idiom, grammar, spelling, punctuation, of course; but it is important that the training received in school be directed toward making speech effective. Correctness of language is an important means to effectiveness in enlightened society, but it must not be considered as an end in itself. The child must be made to feel that by mastering correct English he will increase his power to win and hold a place for himself, and the conditions for practice in talking and writing in school must be made such that the child will realize the social value of the right word in the right place, the effective ordering and proportioning of material, the ability to state clearly, simply, and naturally whatever he has in mind. To make the language work really function out of school, on the playground, in the home, is at once the teacher's difficult task and urgent duty. Accordingly, the child is taught such things as will appeal to his common sense as worth while, and in such a way as to

enable him readily to carry over what he learns into daily practice. The class work in language seeks to become like everyday life, and it aims to use the child's everyday life so far as possible for training in language.

To be an effective talker and writer one must first of all have confidence in the soundness of his own conclusions and in his power to put them into words with clearness and force. Hence, the language work seeks to train the children as much in thinking as in talking and writing. The lower grades, of course, make very simple beginnings, but the work progresses steadily throughout the grades, so that by the time the children finish the elementary school they have had practice in thinking for themselves and in using most of the usual forms of discourse, including even formal debating to express their own ideas.

Oral work in the form of class discussions or conversation lessons always precedes written work on a given topic and gives occasion for clearing up and organizing the pupil's ideas, for incidental correcting of grammar, pronunciation, enunciation, manner, etc., for suggestions as to other means of gaining effectiveness in both oral and written work, and for definitely planning what will be written. Such work often results in a definite outline being made for the pupil's guidance in writing. The written work includes letters, diaries, notes, records of many sorts, brief stories, newspaper items, and other forms of everyday, useful writing. The subjects are drawn from the children's own experiences, from other school studies, from current news, and are designed to call into play and develop all sorts of vital interests. The composition work is intended to compel definiteness in knowledge and treatment of details, close organization of materials, the avoidance of digression, clearness and naturalness in expression, and the application of other principles of effectiveness.

Free expression is encouraged in the early grades, with only incidental correction of the most noticeable errors. Consciousness of the need of improvement in respect to correctness is developed gradually. To this end, a progressive series of usage drills develops throughout the grades. The exercises given at each stage are based on actual observation of the children's needs in English and are designed to form habits of correct expression. Gradually, as the work progresses into the upper grades, the results become formulated in a set of grammatical and other rules to be put in practice and memo-

rized for future guidance. The simpler and more essential facts of English grammar are acquired incidentally during the last two or three years, always as a means to gaining effectiveness in expression through language.

Accurate memorizing is required in all grades as a part of the language work. Frequent oral repetition in all sorts of connections tends to work the words and idioms, as well as the thoughts, used by the masters, into the ordinary speech and writing of the learner, and the memorized passages furnish a sort of mold in which his thoughts and ideas are cast.

### GRADE I

To children in Grade I the world is intensely personal. Vivid images of their own intimate experiences and of the imaginary world in which they live crowd their minds, demanding expression. Language, as a conscious medium of expression, begins to receive more stress than in the Kindergarten, but at the same time the effort is made to preserve the spontaneity and naturalness which characterize children at this age. The chief means used are conversations growing out of their interests, and dramatization and retelling of rhymes, poems, and stories.

**TERM A.** *Oral Language*—Conversations connected with central topics of study, such as home and special days, in which children are encouraged to express themselves naturally and freely. Their English studied, common errors noted and corrected incidentally and in games which necessitate the use of correct forms; particular attention given to the idioms "It is I," "It is she," etc., and to the avoidance of double negatives. Memorizing and repeating simple rhymes and poems; dramatization of Mother Goose rhymes and such short fables as "The Fox and the Grapes"; retelling of very familiar stories as children gain in power of connected narration.

*Phonics*—Elementary sounds learned through slow pronunciation; sounds and forms of letters learned in close association; building of new words from familiar elements; analysis of simple phonetic words met with in reading.

**TERM B.** *Oral Language*—Same general type of work as in TERM A; stories slightly more complex for retelling and

dramatization; more difficult poems, such as "My Shadow," by Stevenson; inventing and telling stories suggested by pictures; description of familiar objects through the game of "Riddles."

*Written Language*—Sentences retelling a simple story or relating the children's own experiences and observations given by children, written on board by teacher, and read by children, and sometimes copied. Use of capitals at beginning of sentences and of lines of poetry and in proper names, and use of period and interrogation point taught incidentally, as in Term A, in connection with blackboard work; quotation marks noted in reading as "talking marks."

*Phonics and Spelling*—Word building and word analysis kept up; more direct application to determining new words in reading. Oral and written spelling of easy words from reading lesson during latter half of the term.

## GRADE II

As this is the age when motor expression, play, imagination, and imitation are dominant characteristics, the children in Grade II are given frequent exercises in language games, dramatization, oral and written reproduction, impersonations, and oral and written work in story telling.

The aim is to develop freedom and power of expression. The children are encouraged to express themselves freely and in well-chosen words. Many words are added to their vocabulary through story telling, dramatization, spelling, reproduction, and description.

TERM A. *Oral Language*—Work of preceding grade continued; the central ideas of the grade, as noted in the outline, lending variety in topics used. Relating experiences and observations; retelling stories; impersonations; inventing and telling stories based upon imaginative situations in present and primitive life conditions. Memorizing poems. Games furnishing drill in correct usage, e. g., "I haven't any"; "There isn't any"; "John and I."

*Phonics and Word Study*—Continuation of analysis of words into their elementary sounds as a means of independent word getting, and to secure distinctness in enunciation. The formal work from *The Phonic Drill Book*, coördinated with needs growing out of the reading lessons.

*Written Language*—Sentences copied; records made; messages for Christmas, invitations, and simple social letters composed by class and copied from blackboard. Punctuation as in preceding grade extended to include period after abbreviations.

*Spelling*—Oral and written spelling of words in connection with written language; group lists made for study, reference, and review. Word building for seat work.

TERM B. *Oral Language*—A continuation of same type of work as that given in TERM A, but with more difficult material for subject matter. The stories for reproduction are more complex, and in all of the work more attention is paid to details. More independent work done, e. g., original letters, relating experiences in school; original stories suggested by other stories and by pictures.

*Phonics and Word Study*—Continuation of work outlined for TERM A, with more stress laid upon independent word getting, and the use of more difficult phonograms.

*Written Language*—Records made; valentine messages and Easter greetings; simple social letters; one-paragraph stories based upon experience.

*Spelling*—The same as in TERM A, with more difficult words and longer lessons. *Text-book*: Wohlfarth and Rogers's *The New World Speller*, for Grades I and II.

### GRADE III

The work in language for this grade is accomplished largely through the capacities for imitation, imagination, and rote memory. Opportunities are given for the expression of ideas gained through literature, and for relating experiences in home life, in nature and outdoor life, for the purpose of developing a freedom and naturalness in expression, and an increased vocabulary. Correct expression is learned largely through imitation of the teacher's English, through incidental correction of children's errors in all classes, and through language games for drill in correct usage.

TERM A. *Oral Language*—*Conversation lessons* based on children's observations and experiences. Though the subject matter is presented by the teacher it is a conversation *with* the



children, not *to* them. She guides each child in contributing his bit of experience so as to make the thought clear and coherent. In this term the oral composition is largely a class product, and furnishes a basis for the written class story. Children are taught to speak in complete sentences. Topics for conversation lessons: daily happenings at home, at school, in the town or community; garden and farm work; hand work—the product and process of work; pictures and objects; games; nature study.

*Poems and Stories*—Good, simple child poems are discussed, and at least one such poem is memorized each month. Memory gems and short, choice sayings are memorized each week. Stories told or read by the teacher are reproduced by the children in answer to questions, in parts, and in wholes, especial attention being paid to orderly, straightforward expression. Stories and poems are dramatized, children being allowed their own vivid interpretation.

*Usage Lessons*—Special drill through language games, preferably at the close of a reading lesson or language period instead of some set period, is given for the correction of errors common to grade. The following are typical errors: Careless or ignorant pronunciation of the common, everyday words *to, towards, can, catch, get, for, from, forward, what, where, there, was, of, often, such, just, no, yes, seven, eleven,* and many others; the use of *it is, it's,* and *they are* for *there is* and *there are*; erroneous contractions, *ain't hain't 'tain't,* and *warn't*; *I ain't got no* for *I haven't any*; the misuse of the pronouns *I, me, he, him, she, her, we, us, who,* and *whom*; and past tense of troublesome verbs *see, sit, ring, run, sing, come, go, know, lie, lay,* etc.

*Written Language*—In all written language there should be careful planning, and oral development should, as a rule, precede written work. Occasional copying of short stories, poems, and memory gems may be given as aids in fixing forms. The topics developed in oral language should be used for written work. Exercises may be given in *simple sentence building, class story composition, dictation,* and *very simple independent, individual composition.* The sentence is the unit of thought, and especial attention is given to arrangement of ideas, construction of sentences, and choice of words and phrases. In the development of the class story the following steps are used: (1) The story is developed orally, all children

contributing sentences; (2) The best of these sentences may be written upon the board by the teacher and copied by children in part, or whole, or children may write their own sentences after having had the benefit of the oral discussion. The latter method should be used as often as possible, for it increases the child's independence, and stimulates him to think for himself. To make these stories a success the teacher should know how to question the children, and should guide them in the spelling of all difficult words and the use of correct forms. The independent written composition should be short, mainly groups of connected sentences upon one definite topic. Writing of friendly letters is the chief means for this expression. Dictation is given for drill in the simple mechanics of written work.

*Technical Work*—Review all forms learned in Grades I and II. Teach *use of capitals* in first line of poetry, in titles, and in direct quotations. *Punctuation*: Teach the apostrophe in the possessive singular; period in abbreviations; comma to separate series of words, to set off words of address, to precede or follow a quotation, to follow "yes" or "no"; hyphen at end of lines where a word is left unfinished and only at end of syllables; use of quotation marks in unbroken quotation. *Contractions*: I'll, you'll, isn't, don't, hasn't, haven't. *Abbreviations*: Names of months, days of week, and arithmetical abbreviations used in grade. *Address*: Child's own address, with correct punctuation; address of letters. *Points of form*: Emphasize use of margin, indentation, proper way to write title, formation of letters, spacing, and punctuation through discussion and strict observance, until they become automatic.

*Spelling—Text-book*: Wohlfarth and Rogers's *New World Speller for Grades Three to Five*. In addition to work in text, children keep a list of all new and difficult words discovered in connection with other studies. These lists are kept upon the board, and pronounced, spelled, and used until familiar. Special attention is given to children's individual mistakes in spelling as found in all written work in all classes. Children keep lists of these words and drill upon them until mastered. Four types of spelling are taught: sound, sight, oral, and written. In connection with oral spelling much drill is given in syllabication of words.

**TERM B. Oral Language**—A continuation of first term's work, but the oral work for the term should increase the

pupil's power and ease in conversing about a subject simply outlined; to retell stories showing a reasonable grasp of the thought and some use of appropriate language; to describe in a simple, intelligent manner, incidents, games, and experiences, and to recite naturally the poems learned.

*Written Language*—General plan of work is the same as that of the first term, but children have an increased power and ability for independent composition, and no exact copying of class stories from board is allowed. Much practice is given in dictation exercises, children being held responsible for technical work taught during the year.

*Spelling*—Continuation of first term's work, adding the study of easy homonyms, as one, won; hear, here; blew, blue; right, write; sew, sow; no, know; cent, sent; see, sea; new, knew; our, hour; hole, whole, etc.

At the close of the work in this grade children should be able to write brief letters and simple class stories correctly; should be able to recite at least three complete poems, and retell simple stories intelligently.

## GRADE IV

In Grade IV the broadening interests of the children demand much richer vocabulary and fuller command of language in both the content and the expression phases of history, geography, literature, and elementary science. Technical usages taught in Grade III, and other preceding grades need to be frequently reviewed and practiced in Grade IV and in the following grades.

**TERM A.** *Oral Language*—Conversation lessons continued; particular attention to clearness and definiteness of statements made in all recitations. Distinction between topic, statement, and question. (This is a language phase of geography and history particularly.) Word study for clearness, correctness, variety, and interest. Special drills in usage to correct common errors. Use of table of contents.

*Written Language*—Copying and dictation continued. Drill in capitalization and punctuation continued and extended to cover forms which recur frequently in the readers for the grade. Simple original work of one or more paragraphs based upon outlines made by class; topics chosen from

personal experiences; easy, short descriptions. Letter writing, invitations, and friendly letters on some chosen topic.

TERM B. *Oral Language*—Troublesome verb forms, negatives, formation of irregular plurals. Oral expression of information gained in reading and study. Easy analysis of sentences; incidental grammar as needed in understanding of correct language forms. Poems memorized. Figurative language begun. Use of indexes.

*Written Language*—Dictation of assignments and of directions for playing games, also notebook material late in the term, always following practice in copying similar work from the blackboard and book until the form has become familiar to the class. Accepted abbreviations allowed. Original work of one or more paragraphs based upon outlines made by individual children. Correspondence with children in other schools. Original rhymes.

*Spelling*—Lists of words in daily use; lessons in text; word, phrase, and sentence drill in written spelling. Oral and visual drill in presentation of words for study. Apostrophe noted and used in contractions and possessives. Lists of words studied for pronunciation; practice in syllabication. Use of dictionary begun in this work. *Text*: Wohlfarth and Rogers's *New World Speller for Grades Three to Five*.

## GRADE V

Oral and written language work, including the mechanical processes, is adapted to the widening interests and richer experience of children of this age.

TERM A. *Oral Language*—Unceasing attention to usage, with definite periods provided for such practice; careful application of all correct language forms taught in the lower grades; faithful incidental correction of common errors in all subjects; well-worded answers to questions in all classes; particular attention to idiomatic forms of expression, such as introductory *there is* and *there are*, *a good many*, *a great many*, *a good deal*, *a great deal*; use of *a* and *an*; daily heed to pronunciation, conversation lessons, both in language and in other classes, on personal experiences and school and community happenings; special and legal holidays, and local excursions; pictures, poems, and stories; simple topical recita-

tions and reports based on observation; simple description of familiar places, persons, and things; the memorizing of short passages and poems—at least one good short poem should be memorized each month; the dramatization of favorite stories and poems. The memorizing and dramatization are frequently done in connection with the reading and literature.

*Written Language*—Dictation in connection with other forms of language work for more advanced practice in the technicalities of writing, as needed; review of the rules for the use of capitals and periods, and the development, from numerous examples and much observation, of the chief uses of commas, apostrophes, and quotation marks; the formation of plurals and possessives, and daily attention to the writing of possessives for the sake of correcting, as early as possible, its universal misuse; additional contractions, if needed; additional abbreviations if really necessary, but with emphasis upon the fact that many abbreviations are not approved by the best writers and publishers; extension of original composition to three or four paragraphs, according to the ability of the grade, and upon subjects selected with regard to the knowledge and tastes of the pupils; elementary principles of paragraphing; friendly letters, upon one definite topic at first; notes of thanks and good wishes; informal invitations and replies, with a natural motive for letter writing supplied by having letters and notes written to real people for a real purpose and mailed or otherwise delivered; the correction of fundamental errors in written exercises in other classes, with class discussion, which may be greatly aided by a free use of the blackboard in revision and correction; as much encouragement as possible toward self-criticism and the kindly correction of one another's faults.

*Word Study*—The use of a small dictionary now really begun with reference to spelling, pronunciation, syllabication, and also for meanings when it is impossible to arrive at them from the context; some care in choice of words for the sake of clearness, accuracy, variety, and interest.

*Spelling*—Individual booklets of word lists of new and difficult words from other lessons, from mistakes in papers and tests in all subjects, from words commonly mispronounced and misspelled; drills upon vowel and consonant sounds; practice upon confusing homonyms.

*Incidental Grammar*—Not taught as special grammar with technical terms and definitions, but as fundamental language facts needed early in mastering the correct forms of everyday usage. Sentence study, kinds as to meaning and parts—subject and predicate and simple modifiers; nouns, proper and common; troublesome verbs, with the number and tense forms demanded by everyday needs, taught by observation, experiment, and practice, not by theory and rule; adjectives and adverbs.

TERM B. *Oral Language*—All forms of work in usage begun in Term A continued and extended; additional topics for conversational lessons; the study of stories, poems, and pictures continued; dramatization and memorizing continued.

*Written Language*—Punctuation practice continued and enlarged, according to need. In both Term A and Term B, all reviews and study of new needs in punctuation should be preceded or accompanied by careful inspection of punctuation as found in supplementary reading and in text-books. Elementary principles of paragraphing continued; the development of simple outlines as small working basis for either oral or written expression continued; reproduction and imaginative work as needed; very simple attempts at verse making, such as jingles and drolls, rhymes for Christmas and birthday cards and valentines, and simple verses about nature and the seasons; letter writing continued, with expansion to two or three topics.

*Word Study*—Continued as in Term A, with additional topics; differences in meaning illustrated by passages from the pupils' reading, later in sentences of their own and the teacher's making; simple discrimination in the choice of synonyms; a few short stories about the history of familiar words, for interest and pleasure; the recognition of the simplest figures of speech, simile and personification, not as separate lessons, but in connection with the reading of stories and poems.

*Spelling*—The plans of Term A continued; root words and simple derivatives; grouping words by association and similarity; the marking of vowels; the review of the rules for dropping or retaining final *e*, doubling or not doubling a final consonant, and changing or retaining final *y*; an occasional spelling-match.

*Incidental Grammar*—The work of Term A continued; simple pronouns distinguished, with practice in correct use of the subject; agreement in number of verb with subject; troublesome verbs continued; simplest view of conjunctions; combination of simple statements of related thought into good sentences; the placing of modifiers.

## GRADE VI

In both written and oral language the pupil's vivid imagination, his dramatic instinct, his desire to work toward definite ends, and his willingness to keep at a piece of work for some time if it seems to him worth while, are all considered. Grammar is never taught as a separate subject, but always as a means of gaining better control of language in writing and speaking; definite facts in grammar are presented to help solve definite language problems. Care is taken not to require formal definitions, since the children's ability to think abstractly has not yet developed to any extent, but great care is taken to encourage them to think things out for themselves, and so to develop the power to reason, which is beginning to develop.

For illustrations of the ways in which definite language gains are made by utilizing the rich material afforded by other subjects, and the ways in which grammar is made practical, see *Language* under the various Centers of Interest of the grade (pp. 114-137).

**TERM A. *Oral Language***—Usage drills continued, definite periods being given to special drill, and most errors in speaking corrected at once incidentally; oral composition as in Fifth Grade, with additional conversations on interesting topics associated with history, current events, the seasons and special days, geography, literature, elementary science, and works of art; reproduction of matter read silently; much attention given to use of well-rounded, complete sentence, and the avoidance of too frequent use of *and*, also to telling a long story briefly; the need of enlarging the vocabulary stressed, and definite steps taken to that end.

*Written Language*—Copying and dictation continued; study of punctuation, quotations, and commas, especially; practice in sentence and paragraph structure; use of synonyms, antonyms, figurative language, and enlargement and

rearrangement of sentences to gain variety, beauty, and smoothness; reproduction by outlines of stories, biographies; original papers of not more than four paragraphs on topics selected from the oral work; simple rhymes requiring some knowledge of meter and rhythm; business and friendly letters.

*Word Study*—Sources of the English language noted as part of our heritage in connection with the study of history of Europe; a little historical word study for interest.

*Spelling*—Fifth Grade plan continued, with thorough review of phonics; marking of vowels, diphthongs, and consonants; much drill in the use of the dictionary; careful attention to pronunciation; spelling rules reviewed and extended to include rule for *i* before and after *e*.

*Incidental Grammar*—Much practice in informal analysis of simple sentences and in the recognition and correct use of parts of speech, as an aid in securing better sentence structure and in correcting language mistakes more effectively. Transitive, intransitive, and copulative verbs, and the simplest use of the several cases taught as an aid in correcting oral usage; continued practice in correct use of number and tense forms.

TERM B. *Oral Language*—Work of TERM A continued.

*Written Language*—Copying and dictation continued; continued study of punctuation, with special attention to semicolons and colons; and much observation of punctuation in general reading; continued drill in sentence and paragraph structure for variety, effectiveness, and smoothness; the use of *-ing-* phrases and subordinate clauses encouraged; unity in paragraphs, and connection between them, and also the use of the topical sentence stressed; narration, description, and argumentation used more consciously, but not formally taught; written descriptions of people and scenes; stories and biographies by outlines; debates on questions that arise in class work; further practice in writing in meter and rhyme; letter writing.

*Word Study*—Historical word study continued; simile, metaphor, and personification recognized.

*Spelling*—Work of TERM A continued; spelling rules recalled and applied regularly; regular drills on troublesome words needed in any subject; much use of the dictionary; an occasional spelling-match.



*Incidental Grammar*—Work of TERM A continued: *-ing*- and prepositional phrases, independent and dependent clauses; coördinating and subordinating conjunctions, prepositions, and relative pronouns; the kinds of nouns and adjectives; auxiliaries most needed.

## GRADE VII

Since the Seventh Grade is the last year in the elementary school, the language work of this year must be planned with reference to giving the pupils a sufficient mastery of elementary essentials of good English to make correct language forms permanent and usable life-possession. The language lessons should purpose to make definite contributions to life-efficiency in all the pupils of the grade, and the formal grammar taught must be a means rather than an end in the English work. While the *use* of the word, the phrase, or the clause is the basis for decision as to classification in grammatical terms, still a knowledge of certain grammatical forms or facts may be made very serviceable in the use of the language, e. g., errors abound in the use of personal and relative pronouns, and although usage drills have their place, nothing can better fix the case forms and their proper use upon the child than a vigorous study of the pronoun, its use, and the case forms it takes to show a difference in meaning.

TERM A. *Oral Language*—Usage lessons, selecting the forms to be studied from the most difficult ones of the lower grades, with such additions as are seen to be necessary from errors observed in class recitations, or reports, and informal conversation. Work of previous grades in oral composition continued, with additional conversations on noteworthy national events, matters of world-wide interest, distinguished people, occupations and professions, current inventions and discoveries, significant State affairs; recitations by topics—in history, geography, science, literature, emphasizing orderly arrangement and guarding against scrappy, disjointed reports; discussion of two or three very simple propositions for debate; well-worded definitions, and fitting answers to questions in all classes; memorizing poems and short prose passages; dramatization of stories and poems.

*Written Language*—Occasional dictation, sometimes after previous preparation, sometimes without preparation, to be-

come familiar with new words, to confirm proper conversational forms, to establish right practice in punctuation and in all formalities of composition, and to aid in spelling. Sentence and paragraph practice—constructive work done in class to overcome faulty sentence structure and poorly arranged paragraphs. Letter writing emphasized, including all necessary life-types, with especial regard to life-efficiency—to send children out of the elementary school with the mastery of accepted forms and practices in this one universal type of composition. Writing by outline; reproductions and reports on matter obtained by reading, observation, or class discussion. Original compositions of four or five paragraphs, the principles of paragraphing being carefully regarded, according to the ability of the class, and the themes being restricted largely to narration of actual events or description of actual things touching the pupils' own lives. Occasional imaginative writing, and occasional practice in argumentation in working up class debates. The pupils should be carefully led to faithful self-criticism and to kindly criticism of one another.

*Word Study*—Larger use of the dictionary to meet daily needs; increasing attention to the choice of words for the sake of effective expression, accompanied by well-chosen selections from the pupils' literature lessons to illustrate the fine choice of words; definite attempts to extend the vocabulary, to curb absurd, "gushing" extravagances of speech, and to guard against objectionable forms of slang; simile, personification, and metaphor recognized in connection with literature, not as special lessons.

*Spelling*—Individual booklets or word lists of the necessary words in other subjects and in the general vocabulary; simple analysis of words into root, prefix, and suffix; simple analysis of sound values and combinations; all spelling rules that are definite enough to prove really helpful; faithful drill upon words commonly mispronounced, and diacritical marks used as a key to pronunciation of new words; derivations and historical associations of words noted occasionally.

*Grammar*—Analysis of simple sentence and recognition of parts of speech used, noting especially the different uses of *nouns*. *Verbs* studied as transitive or intransitive, the copula and copulatives having special mention as incomplete verbs; auxiliaries seen as voice and tense instruments. *Nouns* and their uses. *Personal* and *compound personal pronouns*

studied from a corrective standpoint, declension of same being a part of the work. *Adjectives*—limiting and descriptive words, also phrases, that modify as adjectives. *Adverbs*—words and phrases having adverbial use.

TERM B. *Oral Language*—Continuation and enlargement of all previous practice in usage, with the purpose of *establishing* the pupils as firmly as possible for their age and training, in acceptable life-habits; application, wherever possible, of simple grammatical principles to common errors of speech, especially to the misuse of verbs, pronouns and adjectives. Oral composition continued as in TERM A, also memorizing and dramatization.

*Written Language*—The work of TERM A continued, with greater encouragement to freedom, fluency, individuality, and independence, and with regard to simplicity, clearness, and unity of paragraphs. Simple verse making—imitating easy, prescribed models, original verses for Christmas and birthday cards and valentines, and adapting or composing school songs. Letter writing: all forms of letters, which may now be somewhat longer and more varied in contents, as desired or needed. The simple study, mainly by illustrations from reading and literature, of the principal forms of prose composition.

*Word Study*—Previous plans continued; simple study of slang, its origin, character, and classes, its influence upon the language at large and upon the vocabulary of the individual; more attention to the interesting histories of familiar, everyday words supplementing the work in reading, literature, and other subjects.

*Spelling*—Continued upon previous plans, employing every reasonable rule, method, or device that may serve in fixing correct word forms for life.

*Grammar*—Classification of sentences as to form—simple, compound, complex. This will include a study of relative pronouns and conjunctions, also a consideration of dependent and independent clauses. The verbal nouns and adjectives are studied in this term.

## LITERATURE

The study of literature aims, of course, to develop a love for good books and the power to enjoy the best work of the masters. Incidentally the work endeavors also to awaken an

appreciation of beauty and fitness in language in its many forms, and thus to increase the child's command of language for his own uses. It is intended also to contribute pleasurably to his fund of information and to his knowledge of the world. But the study of literature seeks chiefly, through awakening the imagination, to reveal to him the beauty and meaning of nature and of human life, and thereby to help him develop an insight into higher truth and to elevate his ideals of living. The true teacher aims, through literature, to do in a modest way for the child much the same service that the great writer does for the world—to increase his power to understand humanity and nature, and, in the highest sense, to enjoy life.

Material for the literature work of the early grades comes largely from folk literature; that of the upper grades from the literature of epochs of culture. In the kindergarten and the primary grades the children are told fables, folk lore, and fairy tales, and to these are added modern stories for children and simple poems of nature, child life, and other things in which the children are interested naturally. As the course progresses, myths, legends, and hero tales are added, with romances, short stories, and even simple specimens of the modern novel in the higher grades. The poetry in the more advanced grades includes representative, though not difficult, masterpieces of narrative, dramatic, and lyric poetry from English and American authors.

The method of teaching literature is much the same throughout the grades, though it develops in complexity and difficulty as the children advance. The telling of stories by the teacher, which is the chief method of imparting fiction in the earlier years, develops gradually, as the children overcome the mechanical difficulties of reading, into the first-hand study of the masterpiece itself in the upper grades. Visualizing of descriptive passages in both prose and verse for clearness, dramatizing, and reproduction for appreciation of incident, situation, and character are methods used everywhere throughout the course. In memorizing in the lower grades a poem is presented first orally by the teacher and is discussed in detail, with emphasis on the content. In general, the children have heard and repeated the selection to be memorized, and understand its meaning, before they see it in print, write it down, and finish committing it to memory. Afterwards, occasions are found frequently for repeating aloud in many

connections, and thus putting to use, what has been memorized. In the upper grades the attempt is made to give the children a method of memorizing independently and to teach them how to appreciate and enjoy poetry for themselves. Whatever the method, care is taken always to make the study of literature pleasurable rather than onerous, and to interpret whatever is studied into terms of life interest.

The lists of stories and poems given for each grade are intended to be typical and suggestive rather than exhaustive or complete, even for the work of these grades. These lists must be supplemented according to the needs of the pupils.

The literature used in connection with the center of interest, *Story Life* (see pp. 29, 43, 59, 77, 92, 111, 134, 152), is not repeated here.

### KINDERGARTEN

The beginnings of an acquaintance with literature are made in the Kindergarten, where the child's instinctive love of stories is not only cultivated, but also directed. Little children are interested in stories with simple plot, much repetition, and decided action. The simplest of the old stories of repetition, a few folk and fairy stories are told. Mother Goose Rhymes and several short poems are repeated to the children because they appeal to the innate love of rhythm. A beginning of appreciation for good literature and the cultivation of the child's imagination are the ends to be attained.

Some of the typical stories and poems are given below:

TERM A. *Stories*—"How the Home Was Built" (79); "Mrs. Tabby Gray" (79); "The Roll of Bread," manuscript; "The Crane Express" (49) (71 b); "How Patty Gave Thanks" (49); "A German Legend of the Christmas Tree" (67); "Santa Claus and the Mouse" (49); "Piccola" (80); "The Little Gray Pony" (79).

*Poems*—Mother Goose Rhymes (87); verses from Christine Rossetti (59 b); "A Happy Thought" (53); "The Rock-a-bye Lady" (138).

TERM B. *Stories*—"The Story of George Washington" (80); "The Legend of St. Valentine" (49); "The Search for a Good Child" (79); "Fleet Wing and Sweet Voice" (79); "Why the Bear Sleeps in Winter" (82); "Mrs. Specklety Hen" (83); "The Sleeping Beauty" (70 b); "The Sun and

the Wind" (81); "The Greedy Cat" (82); "Amy Stuart" (95).

*Poems*—"The Swing" (53); "A Good Play" (53); "The Gingham Dog and the Calico Cat" (138).

## GRADE I

This is preëminently the age of fancy, of vivid imagination. The child is still animistic, and loves stories in which animals are endowed with human traits. Hence fables, folk and fairy tales, Mother Goose rhymes, and simple nature stories and poems constitute the chief sources from which his literature is drawn. These not only give joy to the child, but also enable him to enter sympathetically into all forms of life, are powerful aids in establishing ideals of conduct, and point him to books as the source of interesting stories.

The advance over the Kindergarten is mainly in the power of appreciating, retelling, and dramatizing stories of slightly greater complexity.

TERM A. *Stories*—"Dust under the Rug" (79); "The Ant and the Grasshopper" (73 c); "A Good Thanksgiving" (113, November); "The Turkey's Nest" (83); "The Discontented Pine Tree" (77 c, 61 c); "Gretchen" (79); "Mrs. Santa Claus" (67); "The Birth of Christ" (91 Luke).

*Poems Memorized*—"Only One Mother" (113, April, 50 c); "The Baby," George Macdonald, six stanzas; "Sleep, Baby, Sleep" (120, 71 b); "September," H. H. Jackson, two stanzas (56); "Golden Rod," Lovejoy, one stanza (56); "October's Party" (56); "Autumn Leaves" (56); "Thanksgiving Poem," Emerson; "While Stars of Christmas Shine," selected; "He Comes in the Night" (113, December); "Why Do Bells for Christmas Ring?" Eugene Field; "The North Wind Doth Blow," one stanza (86 b).

TERM B. *Stories*—"The Wind and the Sun" (92 c, 60 b); "Story of St. Valentine," re-used (113, February); "Philip's Valentine" (49); "The Sleeping Princess," re-used, (60 d, 61 d, 86 d); "Raggylug" (93); "Peter Rabbit," Beatrix Potter; "Apple Seed John" (49, 70 c); "A Daffodil Story" (119 c); "Legend of the Dandelion" (67); "Out of the Nest" (83); "The Wee Nest," "A Story Garden," Maud Lindsay; "How the Woodpecker Got His Red Head" (92 c,

67); "How the Robin Got His Red Breast" (63, 67); "Little Half Chick" (100, 89, 92 d); "How Buttercups Came" (71 c); "Marjorie's Garden" (100).

*Poems Memorized*—"The Wind," R. L. Stevenson (53, 73 c); "The Cow," R. L. Stevenson (53); "Little Robin Red Breast" (89); "Dandelion," Nellie M. Garabrant, one stanza (56); "Twinkle, Twinkle, Little Star"; "The Swing," R. L. Stevenson (53, 60 b); "The Rain," R. L. Stevenson (53); "Waiting to Grow," selected; "Boats Sail on the Rivers," one stanza (56); "The New Moon" (read to children) (56). For other literature besides that listed above see *Story Life* (p. 43).

## GRADE II

Imitation, imagination, curiosity, and rote memory are dominant in the children at this period. These tendencies and capacities help to accomplish the aims mentioned in the general introduction. This is done by means of stories and poems read by the teacher, followed by class discussion, and sometimes by dramatization and memory work.

The children of this grade have increased in power of appreciation since leaving the first grade. They understand and enjoy stories of more complex organization. Their power to interpret stories and poems has increased as shown in dramatization and memory work.

**TERM A.** Selections are made from fairy stories, fables, poems, nature myths, hero stories, and Bible stories.

*Fairy Stories and Folk Lore*—"The Kind Old Oak" (49, 60 c, 71 c); "The Anxious Leaf" (50 c, 74 c); "Baby Bud's Winter Clothes" (49); "The Fir Tree"; "The North Wind at Play" (49); "The Silver Cones" (70 c).

*Nature Stories and Other Stories*—"Jack Frost and His Work" (49); "How Patty Gave Thanks" (49); "Thanksgiving Stories" (67); "Teddy and Tommy" (67); "The Doll's Thanksgiving" (71 c); "Winter" (55); "Christmas at Hollywood"; "Mrs. Santa Claus"; "Dressing the Christmas Tree" (74 c); "The Christmas Bells" (70 c); "A Little Lad of Long Ago" (67); "Piccola" (80), re-used.

*Bible Stories*—"The Birth of Christ"; "The Visit of the Shepherds"; "The Manger of Bethlehem"; "The Story of the Nativity."

*Poems*—"Leaves at Play" (51, 74 c); "Autumn Fires" (53, 70 c, 75 c); "Getting Ready for Winter," Mary Ellerton; "The Wind and the Leaves" (50 c); "The Song of the Chickadee" (57, Jan., 1913); "We Thank Thee," Emerson; "For the Fruit Upon the Tree," Dodge; "Over the River and Through the Wood" (74 c); "The Hallowe'en Elf" (70 c); "The Squirrel's Arithmetic" (56); "What November Brings" (53); "A Visit from St. Nicholas" (116, Dec.); "The First Christmas" (58); "The Snowman" (71 c); "The Glad New Year" (70 c).

TERM B. Selections are made from fairy stories, fables, hero stories, nature myths, poems, and Bible stories.

*Fairy Stories, Myths*—"The Twelve Months" (50 c, 71 c, 74 d); "Ulysses and the Bag of Winds" (88 c); "The Fisherman and His Wife" (71 c); "The Flowers and the Fairies" (70 c); "The Secret of Fire" (63).

*Nature Stories and Other Stories*—"The Crane Express" (49); "Five Peas in a Pod" (77); "How Buttercups Came" (71 c); "A Tiny Ball and What Came of It" (116 c); "What Was Her Name?"; "The Farmer and the Birds" (60 c); "Mary's Meadow" (60 c); "The Feast of Eggs" (60 c); "The Story of a Water Drop" (60 c); "The Rabbit and the Easter Eggs" (70 c); "The Flowers and the Fairies" (70 c); "The Play House" (116 c).

Selections from *Robinson Crusoe*; *The Tree Dwellers*, Dopp; *The Early Cave Men*, Dopp; *The Later Cave Men*, Dopp; "The Story of Valentine"; "Stories of Washington's Bravery"; "The Story of Moses," Bible.

*Poems*—"What the Snowbirds Said" (56); "A Valentine" (70 c); "March" (73 c); "Spring" (58); "Spring Heralded" (54 d); "The Lily"; "Who Stole the Bird's Nest?" (56); "Talking in Their Sleep" (54 d); "Baby Seed Song" (54 d); "Making a House"; "Bird Thoughts" (70 c); "Waiting to Grow" (56); "The Tree" (58); "Boats Sail on the River" (60 c); "What Does Little Birdie Say?" (59 b).

### GRADE III

The aims of the literature work for this grade are (1) to give the children a sympathetic interpretation of life as studied in the centers of interest; (2) to give pleasure and enjoyment,



and (3) to create ideals of right living. Through the study of the subject matter listed there is a development of the special capacities, curiosity, imagination, imitation, play, and rote memory.

Stories told or read to the children by the teacher, as well as stories read by the children themselves, are reproduced orally in part or whole, dramatized, used in written language, and told or read for simple enjoyment. Poems are read or recited to children, and selected ones memorized by them. Special day observances, Friday afternoon programs, morning exercises, and entertaining children from other grades give motive for excellence in preparation of stories and poems. Under the center of interest, *Story Life* (p. 77), will be found many of the poems and stories studied in this grade. Below, arranged by terms, will be found the literature studied in connection with other centers of interest.

TERM A. *Myths*—"Ceres and Persephone" (59 e, 109, 110); "Psyche" (109, 110); "Clytie" (63); "Golden Rod and Aster" (63); "Why the Evergreens Do Not Lose Their Leaves" (106).

*Fairy Tales, Folk Lore, and Legends*—"The Fairy Shoes" (71 d, 96); "The Brownies" (71 d, 96); "The Brownie and the Cook" (75 d, 92 e); "The Brownie of Blednock" (71 d); "The Shoemaker and the Elves" (67, 88 d); "The Little Match Seller" (50 d, 61 d, 88 d).

*Bible Stories*—"Ruth, A Story of Harvest Time" (103, 104); "The Christmas Story, The Wise Men" (115).

*Miscellaneous Stories*—"Seedlings on the Wing" (107); "The Little Brown Seed" (107); "The Little Maple Leaves" (107); "Story of the Seed Down," *Hawthorne Readers*, Book III; "Queen Zixie of Ix" (57, November, 1904); "The First Thanksgiving" (80).

*Poems*—"Golden Rod," Sherman (51); "How the Leaves Came Down," Coolidge (56); "Corn Song," Whittier, stanzas 1-7 (56); "Ghost Fairies," Sherman (51); "Psalm LXV, verses 11-13; "A Real Santa Claus," Sherman (51, 50 d); "A Wonderful Weaver," Geo. Cooper (56); "Snow Flakes," Sherman (51); "The Snow Weaver," Sherman (51).

TERM B. *Myths*—"Arachne" (59 e, 109, 110); "Narcissus" (61 d); "Ceres and Persephone" (59 e, 109, 110).

*Fairy Tales, Fables, Folk Lore, and Legends*—"Flax" (67, 71 e); "Shepherd Boy and Wolf" (61 d); "The Corn Story" (100 d); "Legends of Indian Corn" (61 d); "The Farmer and the Hill Man" (88 d); "Story of St. Valentine" (67, 113, February); "Herr Oster Hase" (67, 113, April).

*Bible and Hero Stories*—"Abraham, The Great Chief" (103); "David, The Shepherd Boy Who Became King" (103, 104); "The Resurrection Story" (115); "Stories of Washington" (75 d, 71 c, 113, February, 114, February); "Nahum Prince" (92 d); "Stories of Lee and Jackson"; "Jack in the Pulpit," Smith (61 d, 56); Psalm XXIII; "The Beatitudes"; "Vacation Song," Sherman (51).

*Miscellaneous Stories*—"Polly Flinder's Apron" (52 d); "Song of Our Syrian Guest," Knight; "The Vapor Family" (107); "What Broke the China Pitcher" (107); "Big Brother's Valentine" (67); "Fish or Frogs" (107).

*Poems*—"A Day," Dickinson (102 d); "A Boy's Song," Hogg (56, 59 d); "A Laughing Chorus" (56); "The Night Wind," Field (52 d); "The Boy and the Sheep," Taylor (61 d); "Cradle Song" (52 c); "Great, Wide, Beautiful, Wonderful World," Rands (56, 100 d); "Marjorie's Almanac," Aldrich (108, 56); "The Shadows," Sherman (51); "Daisies," Sherman (51, 61 d); "Prayer," Colridge (59 d).

#### GRADE IV

The interest of the children in real personalities, in activities which are actually possible, if not literally true; the dawning consciousness of subjective experience, and sense of humor, are considered in the selection of the literature which is introduced for reading or study in Grade IV. No separate period is devoted to literature as a subject, but it forms the foundation, or the *content* side, of the reading and frequently of language lessons.

One period per week is spent in the Juvenile Library, where the children are allowed to choose their own reading, but are given suggestions as to what may prove "interesting" by the teacher whenever desired. Short talks on selected books by the teacher, or reports by children, of books they have read, give opportunity for indirectly influencing the children's choice of reading.

The bulk of the literature for this grade will be found under the center of interest, *Story Life*, (p. 92). Some of the most important literature connected with other centers of interest is listed here.

TERM A. *Read to children, or by them*, in the Juvenile Library: Abbie Farwell Brown's *In the Days of the Giants*, selections from Kingsley's *Greek Heroes*, which embody some of the facts to which geography and history are introducing the children and which meet the child's love for adventure and sheer courage. Stevenson's "Farewell to the Farm" serves as an introduction to a review of poems by the same author, which have been read or learned in previous grades. Most of these are to be found in the various readers and language texts. "Autumn Fires," "The Moon," "Windy Nights," "Winter Time," and "Armies in the Fire," are read for appreciation, and two or more are memorized. Gould's "The Frost" (52 d); Coolidge's "How the Leaves Came Down" (52 d); Cooper's "A Summer Day" (70 e); Phillips Brooks's "Christmas Everywhere" (78 a), and "Little Town of Bethlehem" (43) memorized in Language and Music periods.

TERM B. *Read to children*: Howard Pyle's *Stories of King Arthur*, and *Robin Hood*. Selections from Dallas Lore Sharpe's *Spring of the Year*.

*Poems* read to class and repeated for pleasure and appreciation: Herman's "The Voice of Spring," Loveman's "April Rain," Riley's "The Brook," Stevenson's "Where Go the Boats?," "The Wind."

#### TYPICAL STORIES AND POEMS USED FOR LANGUAGE WORK

TERMS A AND B. Kipling's *Just So Stories* (read to children); selections from *The Kipling Reader* read by children in class; Carroll's *Alice in Wonderland*, selections in texts read by children, story as a whole read by the teacher; *Greek Hero Tales*; Kingsley's "Theseus"; Saxe's "The Blind Men and the Elephant"; Carroll's "The Walrus and the Carpenter"; Father Tabb's "The Tax Gatherer," "The Stranger."

#### GRADE V

The native impulses of this period of childhood are such as make the children in Grade V particularly susceptible to the

formation of undesirable tastes and habits in connection with reading and recreation generally. Their great mental activity, love of action, and the group spirit, incline them to almost anything their companions like. These are supplemented, however, by the love of rhythm and rhyme and the capacity for appreciating the beautiful, the true, and good in human experience which make it possible to develop a taste for good literature and a habit of reading which will provide enjoyment on a high plane and serve as safeguards against the formation of unwholesome habits of recreation. All literary material used is selected with special reference to the interests of the children. Group enjoyment is provided for; and group standards of excellence set by the teacher's reading to the children books which they appreciate, but which, because of mechanical difficulties, they cannot with satisfaction read alone. Regular periods are provided for individual recreative reading in the Juvenile Library, and the children are encouraged to take the library books home.

TERM A. Review of memorized poems of previous grades. Memorizing of three or more new poems selected by the children. Reading to the children by the teacher. One period a week in the Juvenile Library.

The following selections are studied in addition to those found under *Story Life*: Selections from Hawthorne's *Wonder Book* and *Tanglewood Tales*; Longfellow's "Hiawatha" (Riverside edition); Story of the Chariot Race, *Ben Hur*; "An Old Gaelic Cradle Song"; Longfellow's "Bell of Atri"; Brief Story of Nibelungen Lied; Helen Hunt Jackson's "September" and "October's Bright Blue Weather"; Allingham's "Robin Redbreast"; Sherman's "The Snow Bird"; Rossetti's "Winter Rain"; Wiggin's "The Birds' Christmas Carol"; Lane's "Hilda's Christmas"; Poulsson's "While Stars of Christmas Shine"; Thaxter's "Piccola"; Moore's "A Visit from St. Nicholas", "As Joseph Was a-Walking"; Mulock's "A Christmas Carol"; Tate's "While Shepherds Watched Their Flocks by Night"; Herrick's "Christmas Carol"; Lowell's "A Christmas Carol"; Brooks's "O Little Town of Bethlehem"; Tennyson's "New Year's Eve."

TERM B. Miller's "Columbus"; Page's "Two Little Confederates"; Cunningham's "A Sea Song"; Byron's "Ocean"; Wordsworth's "Lines Written in March"; Shelley's

"The Cloud," "True Love Required"; Lear's "The Owl and the Pussy Cat."

(See *Story Life*, p. 111.)

The poems studied, aside from those listed under *Special Days*, are grouped about a personality—Stevenson's "Winter Time," "A Visit from the Sea," "Armies in the Fire," "The Gardener," "Autumn Fires," "The Unseen Playmate," "Pirate Story," "My Kingdom," "The Moon," "Windy Nights," and others read or learned in previous grades are studied, chosen ones memorized, with the thought of Stevenson as a real person kept in mind. Eugene Field's "The Night Wind," "Japanese Lullaby," "Armenian Lullaby," likewise center in a study of the author.

#### GRADE-VI

Through the preceding grades the children have been rapidly adding to their fund of information. By the time they reach the Sixth Grade their interests have become much broader and more far-reaching, and their ability to understand and appreciate what they read has considerably and rapidly increased. Along with their understanding of situations and incidents, their æsthetic appreciation and their emotional natures have developed, so that literature rich in human experience and feeling can be made to appeal to them very strongly. They can, therefore, be led to enter into and appreciate, often to a surprising degree, selections from the best adult literature, which would seem too difficult for them.

All of these things have been taken into consideration in arranging the literature course for the grade. Much of it has been selected with reference to the many new interests that are awakened or stimulated in the child through the broad course in history and geography. Both through the selections used and through the method of handling them an attempt is made to develop in the children, at the impressionable age, a permanent interest in and love for the best literature. Many especially beautiful passages are memorized so that they may become permanent possessions.

It is impossible in this grade to draw the line sharply between literature and reading, since much of the literature is given oral expression for appreciation, and since, as far as possible, the selections for oral reading are from the best literature. Some selections are, therefore, listed under both heads.

The course by terms is suggested by the following:

TERM A. Longfellow's "Courtship of Miles Standish"; Lowell's "Vision of Sir Launfal"; Burns's "Hallowe'en," "Ye Banks and Braes o' Bonnie Doon," "A Man's a Man for a' That," "Scots Wha Hae Wallace Bled," and others; Spenser's "Autumn"; Shelley's "Cloud"; Scott's "Harp of the North," descriptive selections from "The Lady of the Lake," selections descriptive of an old English Christmas from "Marmion," Canto VI, selections on patriotism from "The Lay of the Last Minstrel," Canto VI; Van Dyke's "The First Christmas Tree"; Kipling's "Recessional," and others. Selections from the Bible.

TERM B. Selections from Alexander-Blake's *Graded Poetry*, Sixth Year, as Montgomery's "Arnold Winkelried"; "The Watch on the Rhine"; "The Marseillaise"; Bryant's "March"; Shakespeare's "Puck and the Fairies"; Drake's "The American Flag," and others; selections from Longfellow's *The Children's Hour and Other Poems*, as "To the River Charles," "Travels by the Fireside," "From My Arm Chair," "Nuremberg," "Amalfi," "The Builders," "The Ladder of St. Augustine," and others; Father Ryan's "Sword of Lee"; Tennyson's "Charge of the Light Brigade," and "Flower in the Crannied Wall"; Wordsworth's "Daffodils"; "Laughing Chorus"; Pippa's Song from Browning's "Pippa Passes"; Ruskin's "King of the Golden River"; Hawthorne's "Great Stone Face," and ballads from Lucy Fitch Perkins's *Robin Hood*. Selections from the Bible.

(See *Literature* under *Story Life*, p. 134.)

## GRADE VII

With the experience of six years' work upon which to base our study of literature, we find the seventh grade children possessing a fair appreciation of some of the *feelings* that have prompted men and women to write, but they are quick to form opinions, and their desire to pass judgment on what they have read may lead to extravagant expressions of dislike for certain masterpieces of literature. These facts make it most necessary that the teacher not only be filled with her subject, but that she be tactful in the handling of it as well.

The chief aim of the literature course for this grade is to make the child's life richer and fuller. This is made possible

by developing the power to associate everyday things and life principles with something we have read or are reading from the hand of a master. Much stress is put upon memorizing literary gems bearing on life situations of the children.

The selections used are, for the most part, American productions of the Nineteenth Century, and the consideration of them is a great factor in working out our largest center of interest, viz.: "The growth of our nation into a world power."

TERM A. The following selections are to be studied: Whittier's "The Huskers," "The Corn Song," and "The Lumbermen"; Irving's "The Legend of Sleepy Hollow"; Bryant's "Autumn Woods"; Dickens's "Christmas Carol"; Whittier's "Snow Bound."

Selections read to class: Russell's "Christmas in the Quarters"; Kipling's "The Explorer"; selections from "Winning of the West"; some of O. Henry's stories from *Heart o' the West*, and *Voice of the City*; Van Dyke's *The Other Wise Man*; Frances Hodgson Burnett's *The Land of the Blue Flower*.

TERM B. Selections studied: Longfellow's "Evangeline"; Whittier's "The Barefoot Boy"; Wordsworth's "Daffodils," and "Lines Written in March"; Timrod's "Spring"; Herman's "The Voice of the Spring"; Shakespeare's "Comedy of Errors."

Selections read to class: Van Dyke's "A Handful of Clay"; Mary Raymond Shipman Andrews's "A Perfect Tribute"; Hale's "A Man Without a Country"; James Lane Allen's "With Flute and Violin," and some of Riley's "Season Poems."

# GEOGRAPHY

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The aims of the course in geography are to enable the pupil to know and appreciate the earth as the home of man, and to develop his power to reason in connection with the causes and effects of natural phenomena, as well as to impart information. To these ends the course endeavors:

1. To give him a concept of the surface of the earth which will correspond to the reality.
2. To give him an elementary knowledge of the relations of the earth to the sun and other heavenly bodies.
3. To lead him to a fair knowledge of the plant, animal, and human life upon the earth.
4. To teach him the industries of man, especially in connection with their dependence upon physical structure and climatic conditions of the different regions of the earth.
5. By increasing his knowledge of his environment to broaden his sympathies.
6. To teach him how to use the tools of geographical study, as maps, books, and globes.

The work covers in an elementary way the physical features, climates, products, industries, and general commercial relations of the continents. More emphasis is placed upon North America and Europe than upon other continents, and a whole year is given to a detailed study of Virginia and the United States.

A graded course of observational work, including observation of weather, sun, moon, and stars, is taken in connection with the work in geography. It is also planned to make definite progress from grade to grade in the mastery of the science features of geography, and to make this mastery as sure as possible each grade reviews the science features taught in the preceding grade.

In all the grades much use is made of pictures, and in connection with the study of surface sand or pulp maps are made by the pupils. In the higher grades items of interest in the daily news from all parts of the world are used to intensify the interest in the study of geography. Correlation of geography with other subjects, as history, arithmetic, elementary science is carefully kept in mind.



In the first two grades the connection between geography and elementary science is so close that in this course of study they are printed together. (See *Elementary Science*, pp. 198-200.)

### GRADE III

The main aims of the work of this grade are to increase the child's appreciation of his surroundings and to supply basal geography notions for the more systematic study of geography in the later grades. Curiosity, the collecting instinct, imagination, love for stories and motor activity, play a prominent part in the realization of these aims. Much of the work is given in connection with elementary science and industrial literature, and should not be separated from them in presentation. Special effort is being made to keep the work from taking a formal turn.

*Observational Work*—Daily: Direction and velocity of the wind; temperature in degrees read by the teacher and noted by the class. Monthly: Character of majority of the winds; number of sunshiny days; length of time a storm or fair weather lasts; amount of monthly rainfall. Seasonal: Sun changes at equinoxes and winter solstices; length of noon shadow and height of sun; length of day and night records.

### HOME AND WORLD GEOGRAPHY.

TERM A. *Our Homes*—Meaning of home. Kinds: modern and primitive. Stories of home life among other people. Location of the homes of these people on the globe.

*Groups of Homes*—Village, town, city. Our own town. Sketch of simple plan upon blackboard.

*The World's Supply of Our Foods*—Fruits and vegetables from far-away lands; relation of climate to their growth; imaginative journeys to far-away lands.

*Reference Books*—As there is no special geography text for the grade, the following lists of books will be found helpful in organization of subject matter: Chamberlain's *How We Are Fed, How We Are Sheltered, How We Are Clothed*; Kirby's *Aunt Martha's Corner Cupboard*; Dodge's *Home Geography*; Tarr and McMurry's *New Geographies*, Book I, Part I; Frye's *Brooks and Brook Basins*.

*Suggestive Additional Work for Especially Strong Pupils—*Parallel reading from Kirby's *Aunt Martha's Corner Cupboard*; Chamberlain's *How We Are Fed*.

TERM B. *The Surface of the Land*—Hills, valleys, plains, deserts, cliffs, mountains, islands, and peninsulas. Homes of different primitive peoples, as pictured in stories, made upon the sand table. Soil study in connection with school gardening and study of primitive farming.

*The Water on the Surface of the Land*—Brooks, ponds, rivers, and springs. Work of a river. Water supply on the desert, in a pioneer home, in our towns and cities.

*Community Industry*—From the relation of the home and the school garden to the market, the need of the farmer for his produce, and the need of the town people for farm products, lead the children into a general study of the farming sections of the state of Virginia.

*Map Making*—Product map of the state of Virginia. Sketches of the land and water forms observed. Plans for sand table representation of shepherd encampment, Cliff Dweller's home, and Robinson Crusoe's Island. (For treatment of study of these primitive people see *Centers of Interest* for Grade III.)

*Reference Books:* See TERM A.

*Suggestive Additional Work for Especially Strong Pupils—*Parallel reading from Chamberlain's *How We Are Clothed*.

Permanent results expected: A pupil leaving the third grade should have an appreciative knowledge of simple geographical terms used in the course; should be able in a general way to use the globe, the map of the hemispheres, and the map of the United States for the location of places studied; should know the cardinal points in direction and the fact that the winds are named from the direction from which they blow.

#### GRADE IV

The children, through their reading and study of history, are becoming interested in affairs and people beyond their own actual environment, hence *The World as a Whole* is a center of interest to which their curiosity leads them easily, and in which they find many new interests allied to the

familiar home and community life. They get their first introduction to the world as a whole through a rapid study of continents.

*Observational Work*—Observations to determine relative temperatures, winds, hours of sunlight, and precipitation at different seasons. Suggestive outlines in text give help in unification and regularity in making and recording observations.

*How to Study*—Text-book work is begun, hence special attention must be given to teaching the children how to get information, verify observations, and supplement their knowledge by study of the text. The use of index and table of contents is taught. Map study is continued, with emphasis at first upon the location of places in which the class is interested, and ability to tell cardinal points in directions; later the work is made to include the interpretation of slope from the location of mountains and rivers.

TERM A. Review of home geography; field work in connection with the first study of the text. The earth as a unit; idea of pole and equator developed. Continents and oceans located on globe. North America: Larger physical features and industrial conditions as influenced by physiography and climate.

*Text-books:* Tarr and McMurry's *Geography, First Book*. Supplementary: Frye's *First Steps in Geography*.

*Suggestive Additional Work*—Stories of home and child life in other lands as found in the Juvenile Library; *National Geographic Magazine* largely for its beautiful illustrations.

TERM B. Continental study continued. South America, Europe, Asia, Africa, Australia. The aim in the study of the continents is to give the children such a general impression of home and industrial conditions as one would get from a journey across the continents. The routes of trade with distances in terms of day's travel are noted.

*Text-books:* See TERM A.

*Suggestive Additional Work*—See TERM A.

Permanent results expected: Fourth grade children should be able to interpret a map, announcements of tourist routes, steamship routes and sailing schedule, railroad time tables and maps, in simplest forms. This reviews and summarizes the year's work.

## GRADE V

In this grade the child's natural interest in people he knows and things pertaining to them makes him want to know about the places he hears them talk about, whether in connection with their own experience or news interests of the day. He is also beginning to read for himself and to want to know about the places he reads about. These desires, combined with native inquisitiveness and ability to reason concretely, make him capable of an appreciative study of his home, state, and country. As the work progresses from day to day interest is enhanced by the knowledge of North America gained in the world view of the fourth grade.

Realness in the work is made possible by the child's naturally representative imagination, which grows in vividness and accuracy, as, with the helps of maps, pictures, and descriptions, he is led to image the things he studies about. Attempt is made to have him see the reasons for specific, climatic, and industrial conditions, and emphasis is placed upon testing the results of reasoning by appeal to facts. Increasing power to gather information from books enables him to supplement the advanced text with material gathered from geographical readers, and makes possible some practice in selecting and organizing material for purposes which appeal to him.

*Observational Work*—Daily for one month out of each season: Direction and velocity of winds, temperature, precipitation, time of sunset, angle of sun at mid-day. Determination at end of month of direction of prevailing wind, average temperature, amount of precipitation, difference in the sunset hour at the beginning and end of month; also of the angle of the sun. Reading of United States weather maps begun.

*Geographical Science*—Position of the globe to illustrate the seasons; amount of inclination of the earth's axis and the boundaries of the zones as determined thereby; the sun's rays as practically parallel with direct rays pointing to the center of the earth; why the sun is never directly overhead in Farmville; the torrid zone as the part of the earth receiving the sun's direct rays; meaning of latitude and its effect upon climate. Simple explanation of the causes of wind and rainfall.

*How to Study*—Ability to use the advanced text and geographical reader, including power to get the thought from the printed page, some practice in selecting material for specific purposes, the use of reference tables, and the interpretation of maps as to directions, surface, and drainage, latitude, zones, and political divisions. Ability to illustrate with the globe the relative positions of the earth and sun at the equinoxes and solstices. Individual sand modeling and coloring of outline maps to show industrial regions.

TERM A. North America: Review of important industrial and scenic regions with representative centers, special emphasis being placed upon those of Virginia and the United States.

*Text-books:* Frye's *Higher Geography*, and Carpenter's *North America*.

*Suggestive Additional Material*—Parallel reading from other geography texts and from bulletins of the State Department of Agriculture. The making of sliced map games to impress location of states or regions.

TERM B. Detailed study of the United States by groups of states and of Virginia by physiographical divisions.

*Text-books:* See TERM A.

*Suggestive Additional Work*—See TERM A.

A pupil leaving the fifth grade should know that the velocity of winds is measured in miles per hour; about how many inches of water fall in a heavy rain; the annual rainfall in Virginia; the meaning of angle as measured in degrees, and should be able to measure the angle of the sun. He should know the inclination of the earth's axis in degrees; the torrid zone as the only part of the earth that receives the sun's direct rays; the effect of latitude upon climate, and should be able to read latitude and to locate the zones on a map. He should be able to interpret maps as to directions and drainage, and should have the habit of using reference tables in study. He should know the primary and secondary highlands, the large central valley and the coast plains of North America; the climate, life conditions, and important cities of the main industrial regions of Virginia and the United States; the location of the individual states, and should be able to find places easily upon the maps. He should have a perma-

nent interest in the industries and places of the United States and Virginia, and a feeling of at-homeness when they are mentioned.

## GRADE VI

The geography course for this grade tends to develop, for the most part, the same tendencies as does the elementary science course, and in much the same way. The child's curiosity at this age is more far-reaching, and his imagination more representative, he is just beginning to reason abstractly, his imagination is still active, the social instinct is developing, and he is developing emotionally. The special center of interest for the grade, *Our Heritage and the Great Nations to Which We Are Indebted*, has been selected because of the opportunity it affords to strengthen and develop these tendencies, and most of the geography is taught under this center. In treating the geography from this standpoint, opportunity is also afforded to carry out many of the educational aims listed in the general introduction. The child is led to appreciate the extent to which the history and development of a people are dependent upon the physical features and climatic conditions of the country in which they live; he is led to arrive at as many facts as possible through deductive reasoning, and an attempt is made to have him apply the facts acquired to the solution of some definite problem, as "How does the geography of Greece help explain her greatness in the past, and her many contributions to civilization?" or "Judging from her geographic conditions, what chance does China have in competing with other great nations, now that she has a modern form of government?" Since the continents studied extend through all three zones, a special study and comparison of the plant and animal life in the various zones is made.

*Observational Work*—Work of previous grades reviewed. Continued reading of United States weather maps, and comparison with conditions in Farmville. Observation of the constellations, Orion and Ursa Major as data for proof of the earth's revolution. Determination of latitude by measuring the altitude of the North Star and the sun at the equinoxes.

*Geographical Science*—First study of the cause of difference in length of night and day; effect of altitude and distance from the sea upon climate, and reasons therefor; explana-

tion of constant and periodical winds; cause of ocean currents, weathering of rock, and belts of plant and animal life.

*How to Study*—Continued drill in use of indexes, tables of contents, maps, and globes; practice in selecting from a chapter material that bears upon the topic; practice in supplementing the text from study of the map, from experience, and from reference books.

TERM A. *Work for All Pupils*—Study of the geography of Egypt in connection with the study of the ancient nations. Study of Eurasia as a whole, and the countries of Eurasia completed as far as possible.

*Text-books:* Frye's *Higher Geography*; Carpenter's *Europe and Asia*.

*Suggestive Additional Material*—Parallel reading and study of pictures from Stoddard's *Lectures on European Countries*; McDonald and Dalrymple's *Little People Everywhere*.

TERM B. *Work for All Pupils*—Review of North America as needed in the study of colonial history. Study of countries of Eurasia completed.

*Text-books:* See TERM A.

*Suggestive Additional Work*—See TERM A.

A child leaving this grade is expected, as a result of his observational work, to know the position of the North Star, and that it does not vary, and to be able to locate Orion and Ursa Major, and to know that their positions change constantly through the year; he should understand how latitude can be determined by the position of the North Star. He should know enough geographical science to know something of the difference in length of days and nights in different parts of the earth at different seasons; to be able to reason out the climate, rainfall, crops, industries, and location of cities of any country for himself; to explain in a general way the cause of ocean currents, and the effect of the Gulf Stream and Japan Current upon countries of Europe and Asia; to remember which winds blow in the temperate and torrid zones, and what causes monsoons. He should have a general idea of the physical features of Europe and Asia and the influences that determine the climate and rainfall of the various sections. He is expected to have a general idea of the location and physical features of each country, and to

remember which nations have made or are making contributions to civilization. He should be able to locate the most important cities in each country, and perhaps to account for their growth.

Above everything else, he is expected to feel a greater interest in things pertaining to Europe and Asia; to have a more intelligent appreciation for them and a desire to read and hear about them.

### GRADE VII

The rapid development of the social instinct at this period of the child's life causes him to be interested in affairs that pertain to nations—especially from a comparative point of view, using our own nation as a comparison. The work of this grade is largely a re-use of much that has already been learned concerning the earth as a home of man, and the aim of the course is to give the child an appreciative view of the world, giving special emphasis to the world powers of to-day.

Observations made in the past are now used as a basis for a more formal consideration of our planet and its relation to the solar system.

*Observational Work*—Seasons and relative length of day and night; angle of sun; eclipses; evening and morning stars.

*How to Study*—A more complete acquaintance with the text is expected here. Maps should be read fully, and the globe used by the class to explain the causes of change of seasons or relative length of day and night. Pupils must know, without the use of index, how and where to find map or statistical table needed; individual use is made of reference books, and practice is given in comparing the worth of statements. Children are encouraged to place on the board diagrams that will make clearer problems coming up in mathematical geography.

TERM A. Review of the United States; world view of continents and countries, using commercial map, and noting especially the location of world powers and their possessions, together with principal routes of trade; comparative study of world powers, with review of such geographical facts about each as may have been factors in growth; Africa, South America, and Australia in detail, and in relation to the world powers.



*Text-books:* Frye's *Higher Geography*; Carpenter's *North America, South America, and Africa*.

*Suggestive Additional Work*—Magazines, current and otherwise, as they suit the topics.

TERM B. *Geographical Science*—Review of facts learned in previous grades from observations made concerning the earth's relation to the sun, special emphasis being put upon the causes of change of seasons and of the varying length of day and night; relation of the earth to the solar system; latitude and longitude for location; longitude and time and the international date line.

A pupil leaving the seventh grade should have an abiding interest in the world as his home, and should feel at home in it, knowing the physical features, main climatic, industrial, and social conditions of the continents, also the general relations among the world powers as affected by geographical conditions. He should be interested in the solar system and capable of intelligent appreciation of ordinary seasonal and sky phenomena. He should have the habit of looking for the causes and effects of known facts; should know the causes of winds, rainfall, ocean currents, and the seasons, and should be able to explain in specific cases the effect upon climate of the trade winds, the westerlies, the Japan Current, and Gulf Stream; latitude, altitude, position of mountains, and distance from the sea. He should be able to interpret a map fully, to locate places by means of latitude and longitude, to use simple reference books with ease, and to read magazines and newspapers intelligently.

## INDUSTRIAL WORK

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The aims of the Industrial Work are to develop clear ideas and appreciative insight into the industrial life of mankind; to take hold of the children's activities and give them direction, through affording the children opportunity to be constructive, expressive, and creative; to connect the life of the school with the life outside, and to give an appreciation of the things in our environment which are the result of man's thought expressed through the use of such raw materials as textiles, wood, and food.

Highly developed skill is not the chief end of industrial work in the elementary school, but the power to think, to solve practical life problems, to appreciate the activities of our community. An increased knowledge of fundamental principles and processes in the industrial fields, maturing judgment in interpreting industrial problems and relationships, and an increasing skill are sought.

As a result of a careful selection of projects within the range of construction of the children as they advance from grade to grade there is a gradual development of skill in the use of tools, and in the knowledge of the principles and processes of construction. By means of these projects the children are given a clearer knowledge and better appreciation of the industrial development of the race, the processes by which man has converted the raw material into the finished product, and, through his power over these, has overcome and enriched his environment.

Typical units of important industries in relation to present and past are selected. These units grow out of centers of interest and grade needs which furnish proper opportunities and motivation. The use of finished products in all lines helps to develop taste and judgment.

The problems which are met in the study of processes and principles in this work are mainly those involved in gardening, farming, excursions, construction work, discussions, and readings. These readings vitalize much of the book work in other subjects. The construction work furnishes much "basal experience" for the work in arithmetic, drawing,

nature study, literature, language, music, and history. Simple stories in the history of man's progress in the use of foods, textiles, etc., contrasting present and early conditions, are means of developing an appreciation of the principles of interdependence and the need of ethical coöperation.

From each of the following groups of materials: woods, textiles, foods, clay, paper, and leather, units appropriate to school and home needs are taken. In textiles the four great staples: wool, silk, cotton, and linen are tested, and projects in sewing are worked out. In wood and paper the projects lead to a study of the conservation of our forests, and the great paper industry. Book-making and simple wood work are the units selected. Pottery, tiles, and concrete forms are also made. The divisions of food selected are cereals, fruits, vegetables, milk products, meats, eggs, and fish.

### KINDERGARTEN

The children of the Kindergarten age are interested in manipulation and experimenting with different kinds of materials. This interest is used in constructing objects for the doll house or for other play uses.

During the Kindergarten period the child grows in skill and in control of these materials and becomes more definite in the end for which he uses them. From his first instinctive responses in the handling of material, he develops by the close of the period ability to think out ways of constructing simple objects which he needs for his play.

TERM A. Wagons and doll beds of boxes, baskets, milk bottle tops, and miscellaneous materials; sand table work, paper dolls, doll dresses, doll furniture, objects, booklets illustrating household activities. Christmas gifts, tree decorations. Weaving: paper and linen mats, booklets and rugs. Cooking: making butter, making cookies. Clay modeling: illustrative work, stories, rhymes, trees, and leaves.

TERM B. *Constructive work*—doll furniture, objects illustrating life, sand table work, booklets, valentines, soldiers' badges and caps. Weaving worsted tam-o'-shanter caps for dolls. Sewing: overcasting dusters for use in school. Gardening: planting flower seed. Cooking: making lemonade. Clay modeling: articles for doll house, people, animals.

Paper cutting: posters of trees and flowers. Illustrative work connected with stories and songs.

### GRADE I

While interest in motor activity for its own sake is still very strong in the children who go from the Kindergarten to the first grade, they are beginning to be more purposeful in work and play. Their greatest interests are still in the homes and in play; therefore the study of home activities and the making of the doll's home and yard offer strong motives for constructive work, and call for continuity of efforts.

From the year's work they should gain a more intelligent appreciation of the activities which contribute to the comfort and beauty of their homes, greater vividness of imagination through attempted self-expression, and more thinking power through the attempt to adapt means to ends.

They should show an advance in skill in the manipulation of materials and tools, such as paper, cardboard, clay, wood, scissors, needle, hammer, and loom.

**TERM A. *Constructive Work***—Materials: paper, cardboard, string, wood, sand, clay, pasteboard boxes, and any other available materials. Booklets, furniture for doll houses, cutting and folding articles for the doll's Thanksgiving table, Christmas gifts, tree decorations, store of cardboard boxes with furnishings of paper, making delivery wagon. Group work on sand table, yard for doll house, fence and swing for doll's yard, illustration of stories.

*Sewing*—Needle book for Christmas, dressing Eskimo doll (running stitch).

*Cooking*—Butter churned, served with bread and milk.

*Modeling*—Illustrations of stories and rhymes, model fruits and vegetables, utensils for doll kitchen, Eskimo house, animals of cold zone, dishes for Thanksgiving table.

**TERM B. *Constructive Work***—Materials same as in fall. Booklets, paper dolls and dresses, illustration of stories by free-hand cutting, valentines, Easter cards, soldiers' caps, flags. Chicken coop for doll's yard, trellis for vines of window garden. Cardboard looms for rugs. Group work: sand board, tropical home scene, illustrations of stories.

*Weaving*—Mat for tropical home, rug for doll house.

*Sewing*—Curtains for doll house, basting stitch.

*Gardening*—Preparation of the ground after it has been ploughed, laying off rows, planting of seeds of flowers and vegetables in school garden. Vegetables: radishes, lettuce. Flowers: sunflower, petunia, nasturtium, castor bean, cosmos, larkspur; setting out violet border.

*Cooking and Preparation of Food*—Preparing lettuce and radishes for table. French dressing for lettuce salad.

*Modeling*—Animals and utensils of tropical home. Chickens, rabbits.

## GRADE II

At this age the strong desires of the children to be constructive and to imitate the occupations of their elders lead to the enlargement of Grade I work to include neighborhood occupations.

As a result of this year's work the children are expected to have a clear understanding and appreciation of surrounding life. They are finding out that the making of a home grows out of the interdependence and coöperation of individuals. They secure clearer images of proportion, form, and shape.

On the skill side they show an increased knowledge over the first grade in the use of the hammer, nails, ruler, hoe, rake, scissors, sewing needle, and in the use of sand table, clay, paper, paste, weaving materials. In addition, two new tools, the saw and the measuring string, have been introduced, and two new stitches in sewing, the blanket and the running stitch.

**TERM A. *Constructive Work***—Store with shelves, primitive tools and weapons, sand table work, envelopes, candy boxes, booklets, tree decorations, Christmas gifts, illustrative work.

*Sewing*—Pin rolls, doll clothes, cutting patterns, and making kimono dress, cap, cape, skirt.

*Gardening*—Gathering and storing seeds, clearing garden, laying off rows, and planting fall garden.

*Cooking*—Drying apples, popping corn.

*Clay Modeling*—Fruits and vegetables, people, animals, and objects in everyday life.

*Paper Cutting*—Illustrative work: garden activities, stories, rhymes.

**TERM B. *Constructive Work***—Doll house, furniture for doll house, primitive tools and weapons, sand table work, envelopes, booklets, valentines, soldier caps and badges, Easter cards, calendars, cardboard looms.

*Sewing*—Window curtains, bed clothes, table scarfs, dust cloths; knitting horse reins.

*Gardening*—Preparing ground, laying off rows and planting seeds, working garden, gathering vegetables.

*Cooking*—Baking potatoes in camp fire, cooking spinach, and serving with hard-cooked eggs.

*Clay Modeling*—Vegetables, bath room, and cooking utensils, people, animals, and objects for illustrative purposes.

*Paper Cutting*—Illustrative work.

### GRADE III

The strong characteristic of motor activity, construction, curiosity, and imagination determine the large industrial activities that are chosen for this grade.

The aim of these activities in relation to the later life of the pupils is not to train them to be farmers. It is that they, through the gaining of these experiences, may develop a growing interest in, some knowledge of, and sympathy towards, the industrial activities of the community. It is also hoped that out of this interest, knowledge, and sympathy may come the desire to some to participate. Those who do not participate will become better and broader members of a community for what they have gained, for whatever is best for the full life of the child is best for the man or the woman. In all work there is an increased power over Grades I and II to create clearer images, and more ability is shown in making original individual plans for constructive work.

On the skill side there is a marked increase in muscular control in use of all tools and materials listed for the preceding grades. One new tool, the file, and two new stitches, the outline and back stitch, are introduced.

**TERM A. *Constructive Work***—Wooden looms, paper files, post-card albums, portfolio for drawings, booklets, charts, calendar backs, candy boxes, Christmas decorations.

*Spinning and Weaving*—Experiments with wool, washing, carding, and spinning. To understand how fiber is made into

thread, develop use of spindle, whorl, and distaff. Develop crude looms for meeting situation of making thread into cloth, weave community or individual rugs of jute.

*Sewing*—Bean bags, penwipers, bag for rubbers, bead chains, mats, for Christmas presents.

*Farming and Gardening*—Report of committee from preceding Grade III who harvested wheat and oats during summer; class harvest garden crops planted when in Grade II, and corn by Grade III; experiments in primitive threshing and in making hominy, corn meal, and wheat flour; planting wheat and oats; planting flower-beds. (See *Elementary Science*, p. 201.)

*Cooking*—Prepare and serve luncheon immediately after harvest or at Thanksgiving. Boil carrots, parsnips, or salsify, serve with milk dressing. Make corn bread, dry pumpkins, bake apples, make Christmas candies.

*Paper Cutting*—Illustrative work.

TERM B. *Constructive Work*—Flower boxes for school use, shepherd tents, portfolio for drawings, booklets, charts, kites, primitive farm implements, houses for farm on sand table, beginning with simple shed form and working to complex dwelling.

*Weaving*—Continue and complete rugs commenced in fall term.

*Sewing*—Cutting patterns and making costumes for dramatization of a story connected with Hebrew life. (It is suggested to use the story of Joseph from Grade II.) Make marble bags.

*Farming and Gardening*—Sand table representation of shepherd encampment, model farm home, homes of early agricultural people, the Cliff Dwellers and Pueblos of Southwestern United States, and Lake Dwellers of Switzerland, making pottery connected with Indian life, and the life of Robinson Crusoe.

*Cooking*—Stewing dried pumpkins, dyeing Easter eggs.

*Paper Cutting*—Illustrative work: animals, trees, fences, etc., for farm on sand table.

## GRADE IV

The growing interest in activity as *means* rather than as *end* and the demand for concrete needs in relation to these activities gives a practical emphasis to much of the Industrial work undertaken in Grade IV.

As a result of this, there is a decided gain in accuracy and skill in the use of tools, crude materials, and processes heretofore enjoyed without critical reference to the results obtained. Through the study of life in other lands and in other times in geography and history, the appreciation and knowledge of the various industries is developed, and the viewpoint gradually changes from that of personal and community ends alone to that of its value from the industrial standpoint.

The following list is meant to be suggestive as to concrete means through which the tendencies noted are utilized and developed.

**TERM A. *Constructive Work***—Game boards, shields, swords, helmets (for use in costuming a historic play), baskets, boxes, etc., for Christmas and other Special Day occasions. Mats of matting and raffia.

*Sewing*—Cutting patterns and making costumes for Greek play, planning, measuring, purchasing, making—simple running seams and hemming—ornamentation.

*Cooking*—Oyster soup, cocoa, rice.

*Gardening*—Gathering cotton planted by Grade III.

**TERM B. *Weaving***—Study of cotton, spinning thread, weaving book mark or hat band.

*Constructive Work*—Bird's house or doll's hat.

*Gardening*—Planting, working, and selling lettuce, beans, and tomato plants, rape (sown in the fall for early salad).

*Cooking*—Cereals; picnic luncheon: deviled eggs, stuffed dates, sandwiches (nut, lettuce); cooking green vegetable, serving with poached eggs and toast.

*Clay Modeling*—Bowl or vase, Greek or Roman, decoration designed in drawing.

*Sewing*—Knitting wash cloths, making school pennants, making sewing-aprons.



## GRADE V

The fact that physical activity is at its height at this period and that the child learns more effectively in connection with his activity, makes a rather large proportion of manual work imperative for his normal development. His marked tendency to direct all activity toward definite ends, together with his intense interest in environmental life and his concern for attractiveness of product, makes it essential that the projects chosen be closely connected with life purposes and appeal to his interests. It is this practical tendency, also, which renders projects of some sort a necessity in the motivation of other school work. Marked individual differences demand a variety of work in order that every pupil may find something in school life that he can do well. The capacity for skill characteristic for this period makes it desirable that the projects selected conduce as far as practicable to securing a reasonable amount of skill in those processes which every one should know, while the tendency to habit formation demands that projects needed in life be taught in the way in which they should be done in life.

The year's work should mean to the child additional experience in coöperation with his fellows; a greater appreciation of modern industrial life and processes; more effective work in other school subjects due to close correlation with manual work; increased interest in school; at least the dawning of the consciousness of his own capabilities and incapacities—the first beginning of that knowledge of self which will be needed in later years in choosing a vocation, and increased skill in the use of materials, tools, and processes.

The use of plane and carpenter's saw are begun. Sewing stitches re-used from previous grades are running stitch, back stitch, blanket stitch, overcasting, hemming, and outlining. New stitches are buttonhole stitch, herringbone stitch, and overhanding. The process of weaving is reviewed in darning stockings. The chain stitch and throw-over-once stitch of crocheting are introduced.

The following list of projects is meant to be suggestive only:

TERM A. *Constructive Work*—Cold frame, window box, hurdles for playground, traps, bread board, ruccho blocks for printing, goods box, or a box simply made with lid for tools

or other purposes, paper cutter, Jack-o'-lantern of paper boxes, card catalog case, booklets and binders, needs for Thanksgiving program.

*Modeling*—Individual relief maps of sand, clay, pulp, or salt and flour mixture.

*Sewing*—Sewing bag, made and stenciled; costumes for Thanksgiving program, Christmas presents.

*Crocheting*—Simple mats or doll costume.

*Cooking*—Butter churned, canned salmon creamed; celery and peanut salad, served with creamed dressing; pears canned.

*Gardening*—Plant spinach for spring salad, double violets or pansies in cold frame, bulbs in bowls.

TERM B. *Constructive Work*—Mend tools, make shadow stick or anemometer, frame for concrete flower pot or other concrete work, support for vines, valentines.

*Sewing*—Study of flax, darn stockings, make doll clothes, make case for silver spoons.

*Cooking*—Make cup cake and sauce. Cook spinach and serve with cream sauce, cream Irish potatoes, stew chicken.

*Gardening*—Plant Irish potatoes and set out vines.

## GRADE VI

At this time the social instinct is beginning to manifest itself, but not to so great an extent that children are not interested in individual projects. Leadership, self-reliance, and coöperation are developed through community projects which give added appreciation of higher class standards.

At the end of this year the sixth grade children should have gained in coöperation and appreciation of each other's work, together with increased skill in the use of the needle and scissors, and in handling the saw and plane. New stitches: simple embroidery, overhand, cross, and briar stitch.

TERM A. *Constructive Work*—Book stall, wood blocks, flower box.

*Sewing*—Study of silk and lace; Pilgrim costume, patching a corner tear, darning a corner tear in flannel, making flannel petticoat, embroidering scarf, scalloping collar and cuffs for dress.

*Cooking*—Eggs, cheese, and macaroni in several different ways; batter, air and eggs used to lighten; cranberry sauce.

*Poultry*—Hens cared for and eggs sold.

TERM B. *Constructive Work*—Mending furniture, caning chairs, making fiber seats. Concrete flower pot, making a commercial book in paper or cloth, candle molds.

*Modeling*—Vase (designs in paper); tiles.

*Sewing*—A sewing apron, a kimono gown, guest towel, using cross stitch for border. All stitches previously learned reviewed.

*Cooking*—Soap and candles. Brown bread, baked beans, ginger bread, corn bread.

## GRADE VII

At this period in the girl's life the keenest interest is felt, perhaps, in personal appearance, but besides this interest there is beginning to be shown a concern about how the home looks, and since this regard for the appearance of the home is in its incipency here, it perhaps needs most careful attention at this time. To this end projects are planned with a view to creating ideals for a well-furnished room.

On leaving this grade the children may be expected to know how to furnish their own rooms. They have an appreciation of the relative value of textiles, and can test cotton, silk, wool, and linen to see if they be pure or mixed. The cost of handmade articles is understood both from an economic and from an æsthetic standpoint. In the needle work of the previous grades is added increased skill in the use of sewing and cutting by pattern, so that a child on leaving this grade ought to be fairly independent so far as the making of simple costumes or undergarments goes.

Emphasis is now given to technique, and the various activities offered to boys and girls furnish a basis for vocational direction. To this end time is given to the working out of projects in wood, scientific planting, and commercial methods of disposing of farm products.

The use of the printing press is learned in connection with printing done for the school.

TERM A. *Construction*—Repair furniture, make lamp shade (perforated tin).

*Sewing*—Cutting by pattern and making costumes for Hallowe'en. Review and simple tests of textiles.

*Crocheting*—Mats for dining table, bed-room slippers.

*Cooking*—Boil beans, make biscuit. A study of batters and doughs, brown Betty, grape juice.

*Gardening*—Plant tomatoes, study corn clubs, estimate the value of farm products.

TERM B. *Construction*—Stool with upholstered seat, book shelves, book repairing.

*Sewing*—Window curtains made and stenciled, sofa pillows, scarfs, garment construction. Simple embroidering.

*Cooking*—Study relative food values of meats, eggs, milk, and cereals. Bake beef; ice-cream, plain cake, packing eggs.

*Gardening*—Make hotbed for tomatoes, and prepare ground; study soil and rotation of crops.

Plant lettuce for shipping.

## FIRST YEAR HIGH SCHOOL

The dominant characteristics of the pupils of the First Year High School are manifested by a stronger interest in life problems. As this is the period of differentiation the girls show a greater interest in home making, while the boys are looking for some particular vocation. The question "What I shall do when I leave school?" is uppermost in their minds.

House keeping and home making are the topics around which the industrial work centers for the girls.

Sanitation, ventilation, cooking, care of dining-room and kitchen, use of disinfectants, economic living and furnishing of home are topics studied.

The schoolroom is studied from the same standpoint as is the home. Landscape gardening and civic improvement is a part of this course. At the end of the spring term girls are supposed to have an increased knowledge of the art of home making, a greater appreciation of the beautiful, appropriateness to purpose, and utility in the furnishing of a home. In the study of home economics the cost of living is discussed and concrete experience is given in buying and cooking. The tomatoes planted by the seventh grade are canned in the fall term by the First Year High School girls.

The boys learn to use the printing press, make a study of the corn clubs, and the value of intensive farming.

# MUSIC

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In a good course in school music there are three recognized aims, the intellectual, the æsthetic, and the cultural. The specific aims of this course are: to arouse an interest in and cultivate an appreciation of good music; to develop the power to express musical feeling; to stimulate original efforts with music as one of the means of self-expression, and to promote the social life of the school.

The accomplishment of these aims is attempted through the provision of a varied experience, consisting of the singing of songs related to the child's interests and listening to the compositions of the best composers, through the intelligent translation of musical forms, through tonal plays and supplying melodies to familiar rhymes, and through assembly singing and school programs. Since the complete song contains all the elements of musical notation, it is used as the basis of this course. Two types of work—rote singing and note singing—obtain throughout the course. The first year and a half are devoted to rote singing for the purpose of acquiring a musical vocabulary which supplies a basis for the observation, analysis, and recognition of certain tonal and rhythmic forms common to all musical notation, and which prepares the pupil for independent sight-reading. Absolute sight-singing is begun in the last half of the second grade and continued throughout the grades, together with rote songs, which correlate with and intensify interest in geography, history, and literature, and promote good tone production and artistic interpretation.

The instruction in any elementary school course should enable the pupil to read at sight in the nine keys commonly used in school music, to sing two-part arrangements of any selection in the average collection of hymns and familiar home or folk songs, and to appreciate the standard compositions of the best composers, to which words have been adapted for school use in simplified form.

## KINDERGARTEN

At the Kindergarten period the child's natural love of making sounds is easily directed to the singing of simple songs which are closely related to his experience.

Musical expression is cultivated in song. Ear training is gained by listening to music and by leading the children to place high and low notes in the simple tone plays based on calling each others' names in the morning circle. The results of the work are not expected to be found in the number of songs learned by the children, but in the appreciation of songs as a means of telling their experiences, in better quality of tone and in a keener perception of differences between loud and soft, high and low tones.

TERM A. Use of Mother Goose rhymes to quicken sense of rhythm, simple songs of greeting and expression of home experiences and observation of nature. Listening to high and low notes on piano. Calling names on high and low notes.

TERM B. Songs learned more for meaning than purely for rhythm. Listening to and recognition of a few standard piano compositions. More emphasis on pitch and quality of tone. Children encouraged to make song sentences of their own as a means of expression.

## GRADE I

In this grade the power of imagination and the instinct of imitation as a stimulus for free expression are utilized. Greater freedom of expression and truthfulness of interpretation are developed through motor activity in the marking of strong rhythmic effects and the dramatization of incidents of songs. Rote memory is prominent in the acquisition of a varied song experience.

The year's training should result in the general awakening of the child's musical consciousness. The musical knowledge at the end of this period is measured by the ability to sing alone, expressively and naturally, those songs of the general grade list which have appealed most strongly to the individual child; by his efforts to express his ideas or feeling spontaneously in simple, original, tonal combinations, and by his power to observe, act, and represent pitch and duration of tones. The octave and scale are the technical forms for which the class is responsible. Staff, syllable, and simple music symbols are introduced.

TERM A. A continuation of methods and materials of the Kindergarten, with a view to more definite awakening of

musical consciousness. Simple song sentences involving strong tones of the scale and easy scale progressions to develop ideas of interpretation and to encourage the child to express his own ideas and feelings in original tone phrases.

A musical vocabulary acquired through the singing of many simple songs related to nature, home and school life, which are the joyous expression of these interests, and which supply a basis of experience for later observation and analysis of tonal and rhythmic relationships. Special attention given to children who are tonally deficient. The octave and scale introduced into tonal play, calling of names, imitation of sounds in nature couplets.

TERM B. Imitative song work continued, but attention more closely directed to the observation, acting, and picturing of pitch and duration of tone and to individual singing of the entire song with special reference to securing better tone quality, clearer articulation, and improved taste in expression. Short song sentences given, making child sensitive to the key quality of the individual tones of the scale, after which they are arranged in proper sequence and represented on the blackboard, thus presenting the staff and simple music symbols. Simple tonal groups for ear training; continued development of rhythm through tapping, clapping, and marking on the blackboard.

## GRADE II

The tendencies of the children of this year are essentially the same as those of the first. Imitation in song material, which develops the musical sense through becoming acquainted with the musical expression of others and awakening the creative impulse, is now used as a basis for thought, analysis, and comparison, i. e., it is constructive. Imagination is approaching its height and becomes more constructive also. Memory is more retentive. Much care is given to the development of sweet tone quality.

At the conclusion of this year's work the child should be able to appreciate and sing more independently songs which require more thought for the adequate tonal interpretation of their content than those of the preceding grade. The relation of the tones of the scale should be firmly established. The tonic chord should be recognized both orally and visibly in ear-

training exercises and song material. Increased skill should be gained in combining pitch and duration in the three constructive stages—observation, acting, and picturing.

Music symbols reviewed and further developed through song analysis. Ear training, both oral and written. Sight-singing begun in the latter half of the spring term.

TERM A. Song material more closely related to topics of school study, such as home occupations and community interests. Dialogue songs learned as a means of securing more expressive and independent individual work. Much experience in analysis of song from the blackboard, leading to notation, and picturing of pitch and duration. Type forms of previous year reviewed as they appear in new songs—graphically represented and also notated. Tonic chord, which was introduced incidentally in first grade, now learned as a distinct form, both orally and visibly. Ear training in simple progressions, both oral and written. Original tonal expression encouraged, with more attention to form and content; pupils suggest both tune and words or supply one when teacher gives the other.

TERM B. Continuation of songs as self-expressive and as a means to natural vocal development. Skill gained in both tone quality and articulation in attempting to make the words and tones mean what they represent in the song. Mother Goose rhymes, clock and marching songs reviewed and taught for the observation of pulse—how tones are grouped, and for accent. This observation accompanied by physical motion, such as vigorous movement of arms, tapping, and clapping, thus creating feeling for the regular recurrence of the strong beat. Skill developed in acting and picturing the combination of pitch and duration of short song sentences and familiar song phrases of simple tone progression. Acting and picturing of pulse added to that of pitch and duration. Measure idea developed from this experience and indicated by vertical lines placed before the strong beats. Notation of familiar songs written on the blackboard and pointed or traced by individual pupils for the purpose of strengthening the feeling for rhythm and illustrating the two-fold function of notes, as defining pitch by position and duration by form. Sight-reading developed through ear training and interval drill from the blackboard. Sight-reading from books is begun.



## GRADE III

In the music work of this grade the tendencies of the children most strengthened are rhythm, imitation, and rote memory. The definite aims are to secure sweet, well-rounded tone quality, and ability to do simple sight-reading.

A pupil completing the grade should have a working basis enabling him to translate intelligently the song notation of the following type forms, which he recognizes both orally and visibly: the scale, octave, tetrachords, and tonic chord. He should be able to sing independently at least a half dozen good songs.

TERM A. First two weeks are devoted to review of second grade work. Ear training is continued, and vocal drills introduced. A text-book is introduced, and the gradual transition from rote to note singing is begun. The phrase idea is developed, and the recognition of the recurrence of rhythmic and melodic motives in songs is emphasized. Staff learned as representing fixed pitches. Commencement of written blackboard exercises.

TERM B. Signatures of keys of C, G, and F learned from ladder chart development, and transferred to staff, thus illustrating the function of sharps and flats. Absolute reading in these keys. Keys of D and E flat are incidentally introduced through review of songs and exercises in text. The tonic chord is divided into its component parts, and these intervals learned in all positions, and recognized instantly in new sight-reading material. The intervals of the supertonic (re-fa-la) and subdominant (fa-la-do) are especially drilled upon. The divided beat is introduced. Rhythmic patterns containing it in combination with the regular and double beat are flashed on blackboard for class and individual interpretation. Particular stress is laid on formation of good habits in position, breath control, and articulation through attempts at an adequate expression of the song rather than as ends in themselves. Written work is continued as in first term, using both blackboard and score paper.

For list of rote songs learned in grade see Centers of Interest for Grade III.

*Text: Harmonic Primer.*

## GRADE IV

In this grade working for good singing begins to receive a distinct impulse from the social motive. Tone work is of great importance, and skill is gained from special practice to secure distinctness of utterance, beauty of tone, and other details of good song singing. This drill is put before the children as a means of making the song more beautiful for presentation to others, as a grade or as a part of a chorus in the weekly assembly, or a Special Day program. Since the children realize the necessity for command of material, much drill is given. The drill consists of intervals on the black-board, ear training, oral and written.

At the close of the year's work, pupils should be able to read readily in the keys of C, G, F, D, B flat, A, E flat, to interpret simple, rhythmic combinations involving the regular, evenly divided beats, and the beat and a half note in two four, three-four, and four-four time; to respond quickly in syllable names to tonal exercises involving scale relationships when sung in neutral syllables, to recognize finer division of tone in chromatics and to render all songs in a much more expressive and finished way.

TERM A. Tonal phrase reading of third grade continued, with a review of type forms as they occur in songs—this work supplemented by pictures of simple phrases on blackboard. Study of tone as a beautiful thing in itself. Definite study of consonants in connection with sustained vowel for the production of certain effects in the more truthful interpretation of song content. Much practice in securing pitch of initial tone of any selection from key note sounded on pitchpipe. Time signature analyzed and general statement of explanation formulated. Evenly divided beat combined with regular beat in simple rhythmic exercises in dictation exercises at blackboard. Keys of C, G, and F reviewed, and D, B, A, and E flat developed from ladder chart.

TERM B. Practice in tonal work now directed to more rapid perception. Pupils should come to know from a glance at a whole passage just how it should sound. Special practice to get clear, distinct enunciation, with pure, sustained tone. Two-part work introduced; absolute reading required. Much ear drill is necessary in preparation for difficult skips in sight-

reading. Chromatic experience introduced in rote songs containing sharp four as a preparation for fifth grade work. Simple, two-part songs written in primes, thirds, and sixths presented. Beat and a half note as a new rhythmic problem. Original melody writing encouraged and correlated with making of rhymes in language.

*Text: First Book, Harmonic Series.*

### GRADE V

Since self-consciousness begins to assert itself at this period of development, less is expected of the individual, and the social instinct is encouraged and broadened in group work so as to combine the best efforts and judgment of individuals. Competition is utilized in the drill work necessary for obtaining better control of the musical elements of which song is composed. Skill is attained in quick response to more difficult tonal combinations and in recording both tonal and rhythmic effects. The emotional tendency is just developing and is appealed to through songs touching home and community relationships.

At the end of the fifth grade the class should be familiar with the origin, use, and structure of the chromatic scale; to sing chromatic half steps from the tone above and from the tone below. In rhythm they should be able to sing at sight exercises containing triplets in four-part meter, and the single forms of six-eight meter. They should be able to name keys quickly from the nine common signatures. They should be able to sing two-part melodies at sight.

TERM A. Review of two-part work of fourth grade. Rote songs taught reinforcing other subjects of the grade—particularly history and geography. Practice for intelligent production of tone with reference to breath control, freedom from constrained muscles of throat and jaw, resonance secured through humming exercises, and evenness in tone quality by singing only vowels in words of a phrase—a general arousing of the mental consciousness of the agents employed in good tone. More difficult unison singing and regular two-part work begun, with constant alternation of voices on parts. Triplet studied as new rhythmic problem, taught by comparison with six-eight grouping. Simple chromatic interval introduced in song material and ear-training

exercises. Use of cancel introduced in connection with these intervals.

TERM B. Tone-placing exercises of preceding term continued. Voice compass extended to meet the conditions of the rapidly changing vocal apparatus. New tonal problem: placing of chromatic tones learned in previous term in their proper sequential setting; the ascending chromatic scale based on the major scale ladder chart. Two-part songs involving chromatic intervals presented. Original work in supplying an alto to a simple melody begun, to strengthen harmonic sense. The twice-divided beat taught as new rhythmic problem. Pitch outline of familiar melody supplied to its indicated rhythmic outline, as by tapping, and represented on blackboard. Familiarity with correct terminology developed.

*Text: Second Book, Harmonic Series.*

## GRADE VI

The tendencies and capacities in this grade do not differ materially from those of the preceding one. Self-consciousness is more in evidence and causes the child to subordinate himself to the group more fully. Interest is stimulated in the study of music as an expression of the life of the inhabitants of the various sections of his own country, and other countries, and as an interpretation of the feeling of any people in times of strong national crises. The emotional nature is appealed to and cultivated so that a more adequate expression of feeling results in the interpretation of folk and national songs.

The class should become familiar with both forms of the chromatic scale and be able to supply syllables to any short melody which they have in mind from memory. They should know the use of the minor mode, use melodies and exercises in the mode, and should learn and practice the different forms of the minor scale. Three-part singing should be begun. The signatures of the minor scales should be written from dictation and memory. In rhythm they should study all the forms found in six-eight meter, two beats to a measure and syncopation in four-four and six-eight meter should be learned in folk songs. Simple songs should be sung at sight without the use of syllables.

TERM A. Chromatic experience of fifth grade reviewed, and descending form of scale developed when situation requires it. Minor experience learned incidentally in previous grades now organized, and songs of different nations, particularly of Russia and Scandinavia and American Indian life, taught by rote, illustrating use of minor mode in music. Observation and comparison of minor and major songs having identical key signatures. Formulation of minor scales explained, and points of similarities and differences between major noted. Unison songs in minor mode learned by note. All song material more closely related to history, literature and geography, with special attention given to typical European national songs as a help to giving an intimate appreciation of the character of the people who immigrated to America and contributed their particular part to the growth and expansion of our country.

TERM B. Two-part work continued in both minor and major modes, and three-part work begun. Alternating parts, except in cases where distinct alto tendency is evident. Practice in singing simple unison songs with neutral syllable instead of scale names. Practice in singing simple alternations of familiar melodies to note how key tonality in individual tones is necessary for the expression of certain effects in the original. Creative work still continued introducing minor mode as an expression of different moods and changes in nature. All rhythmic problems related to practical working material reviewed, the subdivided beat introduced, and syncopation analyzed and explained as illustrated in folk songs.

*Text-book: Third Book, Harmonic Series.*

## GRADE VII.

The period into which pupils of this age are entering produces self-consciousness and sensitiveness to a more marked degree than at any former stage of development, principally because of physical changes, not the least of which is that affecting the voices of both the girls and the boys; hence the desire for individual expression decreases and sight-singing is not continued to the same extent as in the former grades. Attention is directed to the broader social significance in what is attempted by the class, and the emotional nature is stimu-

lated and moulded by gaining an acquaintance with the musical expressions of others.

The first part of the year is spent in reviewing and enlarging upon the technical work studied by introducing the chord idea as an aid to preparation for intelligent listening to music. The motive or phrase idea is reviewed through the analysis of simple familiar melodies with the same end in view. The class should gain in the essential qualities of good singing—spontaneity, fluency, and freedom of expression.

TERM A. A thorough review of all technical knowledge acquired in previous grades. Experience in singing the primary chords of the major scale as an aid to the development of feeling for harmonic progression and more intelligent listening to instrumental music. Organization of Choral Society. Part singing continued, with special attention to the classification of voices, as the vocal condition of pupils is such that injudicious part singing may result in great harm. Song material closely related to literature.

TERM B. A brief account of the beginning of music given, and primitive instruments described and studied by means of pictures. Pupils encouraged to play before the class or accompany vocal selections. Classification of instruments of modern band and orchestra made. The singing of standard songs and interesting incidents in connection with their composition or the lives of the composers given. Victrola used in the analysis of standard instrumental selections and in development of musical appreciation by presentation of contrasting selections for critical analysis and judgment of class. Interest in this phase of music increased by encouraging attendance upon musical entertainments and by entertaining with songs learned in Choral Club.

*Text: Assembly Song Book.*

## PHYSICAL EDUCATION

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The aim of Physical Education is to benefit the child physically, mentally, socially, and morally, through perfectly adapted exercises and motor activity. Physically, exercise fosters growth and symmetrical, normal development, and counteracts asymmetry, malformation, and abnormalities. The child learns through motor activity to make accurate and quick connection between mental states and their outward expression in physical activity. He acquires, through action, purposeful self-expression, and he forms useful habits of motor activity. Socially, the child comes in contact with others in play, and through this spontaneous activity and pleasurable coöperation he learns to work for the good of the group either by projecting or inhibiting his own individuality. Morally, he learns the value of uprightness, justice, honor, responsibility to others, and forms the habit of adjusting his actions to these ideals. Through carefully supervised motor activity the child practices the principles of upright and efficient living. These in time become firmly rooted in the individual as habits.

Physical Education as taught in the grades consists of such hygienic and vigorous exercises as can be derived from games of all kinds, folk dances, and some formal exercises, chiefly for corrective purposes.

The games, folk dances, and exercises, are chosen with reference to the native tendencies and capacities of the periods of child life and the centers of interest of each grade. History and literature find expression in traditional and dramatic games and folk dances; music, in rhythm and accent; hygiene, in the habit of good posture, the comprehension of healthful and corrective exercises, and the striving for symmetrical development. Good morals are inculcated in the practice of fair play and hard, conscientious effort in games. Emphasis is laid on the love of playing the game for the recreative and healthful exercise that can be derived from it, as well as on learning its art and science.

## KINDERGARTEN

At this period the child's motor activity finds expression in free, vigorous movements of the whole body. Rhythm is an aid to coördination and more definite control of the body; therefore, natural activities are made the basis of rhythmic movements and simple dances. Dramatic tendencies find satisfaction in games representing home, social, and outdoor activities developed by the children from their own experience.

During the Kindergarten period the children learn to recognize a number of different rhythms and to respond to them by different movements of hands, feet, or whole body. By these movements they gain a good bodily carriage and better physical and mental control. Some of the movements selected for these purposes are: walking fast and slow, heavy and light stepping, gliding, running, hopping, skipping, galloping, and simple dance steps. The children march in line singly and with partners sometimes representing soldiers with drums and flags.

TERM A. Walking fast and slow, heavy and light steps, high stepping, side stepping, gliding, running, skipping, galloping, simple dancing games. Games representing home and social activities.

TERM B. Marching in line, singly and with partners, dividing lines into two and four, representation of soldiers with drums, flags, etc. Two-step; heel and toe polka. Flying movements. Games of home and outdoor activities.

## GRADE I

The child still needs physical activity of a vigorous kind for its own sake, but he is capable of better form. He lives easily and should be allowed to follow his own inclination in the amount of vigorous exercise taken. The work is much the same as that of the Kindergarten, but more attention is paid to definite form in execution.

*Marching*—Continued same as before.

*Free Movements*—Representative or imitative movements executed in definite rhythm. These are used chiefly for exercise during a short period when the time is too short for games or dances.



*Games*—Chiefly dramatic; circle forms; vigorous exercise (running); simple bean bag and ball tossing.

*Dancing*—Clapping, stamping, skipping, etc., in definite form with two-four or four-four time. Words sung to indicate action.

*Apparatus*—Climbing, hanging, swinging, jumping in free play.

## GRADE II

General tendencies are the same, but the child is capable of better form and more accuracy.

*Marching*—By fours; facing about (180 degrees); more attention to position.

*Free Movements*—Still representative, but with attention to group rhythm rather than individual rhythm.

*Games*—Dramatic still, but introducing some competition and element of skill; simple line games.

*Dancing*—Running and skipping in three-four time.

*Apparatus*—Same as Grade I, with some competition introduced. Class work, as well as free play.

TERMS A and B differ in seasonal application, and complexity increases gradually.

## GRADE III

The child is still active, but, having acquired his fundamental coördinations, he is ready for technique and drilling in groups. Competition is more predominant.

*Marching*—Marking time; keeping step; definite start and halt; by eights; facing right and left; correction of bad position.

*Free Movements*—Formal rather than representative in simple rhythms and two and four counts, involving motions of arms, legs, and bending of trunks.

*Games*—Games of skill; ball games; racing between individuals; relays of two.

*Dancing*—Introducing greater variety of movements; vigorous, lively steps; dramatic dances; polka steps; steps with three-four time.

*Apparatus*—Attention to form of execution; balance beam.

*Calisthenics*—Simple drills with wands and musical dumb bells.

#### GRADE IV

This is the height of physical activity with the view to some definite end rather than for its own sake. Therefore the work involves much technique, the beginning of coöperation, appeal to memory and reason.

*Marching*—Simple tactics; more attention to position.

TERM A. Opening of order; technique of facing.

TERM B. Column and flank marching.

*Free Movements*—Definite, formal, broken rhythm; corrective response to command; vigorous muscular effort; coördination of simultaneous arm and leg movement.

TERM A. Easy exercises involving all above.

TERM B. More complicated exercises.

*Games*—Increase of competitive element, with simple team work.

TERM A. Running games, with team work.

TERM B. Grand right and left, mazurka, folk dances.

*Apparatus*—Increased difficulty in exercises; some squad work.

TERM A. Javelin, and discus throwing.

TERM B. Heavy apparatus work.

*Calisthenics Drills.*

TERM A. Wand drill.

TERM B. Hoop drill.

#### GRADES V AND VI

These grades may be grouped together as well as VII and VIII, as the work is very much the same in both, and only varies in more perfect execution in Grade VI than in Grade V, and in Grade VIII than in Grade VII. Physical activity is high with a definite end in view. Competition is strong; coöperation marked as well as strong leadership. Great growth, therefore awkwardness and self-consciousness and lack of skill are noticeable; but memory good. For boys and

girls omit jumping; but give much running and endurance tests.

*Marching*—Continuation of rhythm tactics previously learned; posture and figure marching.

*Free Movements*—Disciplinary use; posture corrections and easy coördinations.

*Games*—Mostly competitive and coöperative, scores kept. Pupil umpires. Definite athletic games.

TERM A. Captain-ball, handball.

TERM B. Volley-ball, tennis, baseball.

*Dancing.*

TERM A. Review of previous grade dances.

TERM B. Easy steps in more complicated figures.

*Apparatus*—Corrective; omit jumping.

*Calisthenics*—Same apparatus, but more complicated drills.

## GRADES VII AND VIII

There is not so much joy in physical activity at this stage as formerly. The child is excitable, emotional, self-assertive. The social instinct is strong, and imagination and imitation deal in ideals and abstracts.

*Marching.*

TERM A. Postural ideal for good posture.

TERM B. Wheeling, figure marching.

*Free Movements*—Postural, athletic.

*Games*—Team organization, ideas of bravery and fairness. Caution about endurance, time for playing, short but vigorous.

TERM A. Basket-ball, captain-ball.

TERM B. Volley-ball, baseball, tennis.

*Dancing*—A great deal for general grace and lightness; more difficult athletic dances; social dancing.

*Apparatus*—Jumping omitted; general review.

*Calisthenics.*

TERM A. Dumb bells, Indian clubs.

TERM B. Drills of all kinds.

# WRITING

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Handwriting is regarded as one of the important *tool* subjects. The aim in teaching this subject is to enable pupils to get adequate control of its mechanics. In attaining this aim attention is given to both legibility and speed. In the present imperfect state of knowledge, it is impossible to set definite aims for each grade, but as standards and scales are developed they will be adopted.

Throughout the course *the blackboard writing of the teacher* is recognized as one of the most important factors in teaching this subject. Much care is, therefore, taken to have the teacher's writing in accord with the adopted system. This requirement is made, not only for the work done during the direct teaching of writing, but also for all board work done in all the subjects. Thus *imitation* is utilized at all times. In the lower grades much of the writing is done on the blackboard. This helps the pupils to learn the form of words and letters and decreases the danger of their getting wrong habits in desk writing. After a pupil has formed his style of writing, no attempt is made to change it, provided it reaches the standards of hygiene, legibility, and speed. Due attention is given to position; but individuality is recognized, and uniformity is required only in so far as it is necessary to secure good writing and meet the requirements of hygiene. Except for those pupils who have previously learned to write satisfactorily, the fore-arm movement and the *Palmer* letter forms are required in all grades for all desk writing.

## GRADE I

Of the dominant instincts of this age, imitation and suggestibility are the ones that help most in enabling pupils to learn to write. Children coming into the first grade have had little or no training in the muscular coördinations needed in writing. Nearly all writing is done on the blackboard, because it permits whole-arm movements and large letters. To facilitate this, children stand well back from the board, write from their mental picture and not a copy before the eyes, and

write the word continuously without taking chalk from board.

In the latter part of the year, desk writing is begun. The materials used are unruled and unglazed paper cut as large as the desk top; large, soft pencils, lead 3\*16 inch in diameter, ends kept rounded, not sharpened; same large writing and free movement, arm suspended, as at the blackboard: no lines at first; later, lines made by folding sheets into four parts. Good position and pencil holding stressed; all writing done under supervision to prevent bad habits of movement, position, etc. The first words written are short, of easy letter formation, and already recognized through the blackboard reading. Later, whole sentences are written, taken from reading or some topic of immediate interest to the pupils. The *Palmer* letter forms are used, with only as much drill as is consistent with the development and needs of children of this age.

By the end of the year the habit of arm movement and smooth writing, with a reasonable degree of accuracy in the formation of letters, should be fairly well established.

## GRADE II

In this grade the natural tendencies that are most available for writing are still imitation and suggestibility. Hence, improvement is brought about mainly through the teacher's example.

Almost all of the writing is done on the board, which gives much practice in whole-arm movements. The desk writing is conducted in the same way as that of the first grade, good position being stressed at all times. All of the writing done in the grade is supervised. Whole sentences, taken from the grade topics, are written at the board. The *Palmer* letter forms are used, and some drill is given on such forms as m, n, o, l, e. When the children have these drill lessons the arm is dropped on the desk and the forearm movement is used. This forearm movement is introduced gradually and under close supervision.

By the end of the year the arm movement and legibility should be fairly well established.

### GRADE III

Imitation and suggestibility are still strong in Grade III, and towards the end of the year the capacity for drill begins to increase. The work in writing is so planned as to take advantage of these three possibilities of improvement. The need for much written work in connection with language, spelling, arithmetic, etc., increases in this grade. Pen and ink are used, and a change is made to a smaller form of writing than that used in the first and second grades.

The problem, then, is how to help the pupils write a good, legible hand with a fair degree of rapidity, using pen and ink. To facilitate the solution of this problem, the *Palmer* drills are used.

In the first part of the drill on each new form pencils are used to avoid the catching of pens, then pen and ink are used.

### GRADE IV

The increasing, yet imperfect muscular control, the greater demand for writing as a means of giving permanency to expression, and the eagerness to attain the desired end, makes this a critical period in the development of ability in penmanship. The capacity to acquire skill is increasing, and, therefore, much class practice in the *Palmer* drills is given, using pen and ink. There are also occasional exercises in copying short selections from print.

Special attention is paid to penmanship in all written work, and the amount of this work is carefully gauged in order to avoid hurried or careless writing.

### GRADE V

This grade probably marks the acme of the capacity to gain skill. This, together with the continued increase in the amount of writing required, makes this grade the opportune time for marked gains in penmanship. The particular problems of the grade are to fix firmly the habits that have been formed in Grades III and IV and to furnish the increased speed demanded by the written work of the grade. To these ends the *Palmer* drills are systematically and freely used. Increased speed is required without the sacrifice of legibility. All written work of the grade is carefully supervised, and special drills are given those who are deficient.

## GRADE VI

During this grade the capacity for skill begins to decrease. This, with the continually increasing amount of written work required, makes it especially important that care be taken to maintain the standard of legibility and at the same time increase the speed so as to meet the demands of the increased amount of written work. Reasonable individuality in position, letter forms, etc., is allowed, but all writing must reach the accepted standards for this grade. The *Palmer* drills are continued for those that need them.

## GRADE VII

Children of this age have a marked tendency to copy handwriting, not because of any special merit in the penmanship itself, but because of the desire to imitate the person chosen as an ideal. The fact that this imitation is slavish may bring a child at this age to adopt a handwriting that has almost no trace of the characteristics that have become his own through six years of practice, and, besides, it may lead him to indulge in all sorts of extravagances that happen to strike his fancy. This tendency makes it necessary, first, that the teacher conform to the letter forms of the system by which the children have been taught, and, second, that she be vigilant and painstaking in preventing fads from growing into habits.

In this grade all assignments are written with pen and ink in a book kept for that purpose. All written work done in ink is given a special grade for writing. Much attention is given to board work done by pupils. A special class is formed for those who need individual attention, and special drill is given to correct their faults.

# APPENDIX I

## TYPICAL SPECIAL DAY PROGRAMS

[NOTE: The following programs are given as suggestions and not as directions. As the work of the same grade varies somewhat from year to year with different groups of children, so the programs of the Training School vary, for the programs are always in large part summaries of the regular school work. Even greater variance will be found between the work and programs of different schools. Rarely, if at all, could another school profitably use any of the following programs just as they are printed.]

### \*TYPICAL PROGRAM FOR PATRONS' DAY

#### GRADE V

1. Composition.....A brief paragraph of welcome  
A pupil
2. Presentation of Programs of the Exercises  
Each child to his parents
3. Song Suitable to the Season  
All the pupils
4. Incidents from the Lives of Columbus, Pizarro, Raleigh, and La Salle  
Four pupils, respectively
5. Map Illustration,  
Parts of the New World Explored by European Powers  
A pupil
6. Recitation ..... "Columbus"  
A pupil
7. Song ..... "America"  
All the pupils
8. Geography Game,  
Guessing sections of Virginia and the United States from  
descriptions of their surface, climate, products, or life conditions  
All the pupils
9. Dramatization..... "Meeting of the City Council of Farmville"  
Seven or more pupils
10. Current Events..... Recent Floods in the Middle West  
A pupil
11. Original Compositions, On some interesting experiences of the writers  
A boy and a girl
12. Fire Drill  
All the pupils

\*The program for this day is designed especially to give the parents an idea of the more formal work of the school, and is therefore largely made up of material used in the regular classes. Every child participates in the program in several ways, and, as far as possible, the work exhibited is the regular work of the whole class rather than a few specially copied papers of the best pupils.



13. Speed and Accuracy Contest.....Arithmetical processes  
As many pupils as practicable
14. Statement,  
Difference between a commission merchant and a retail grocer  
A pupil
15. Oral Arithmetic.....Problems based on local conditions  
All the pupils
16. Reading....."A Lively Sled-Ride"  
Five pupils
17. Recitation....."In School Days"  
Four pupils
18. Statement, What We Are Doing to Improve Our School Surroundings  
A pupil
19. Brief Explanation of the Exhibit of School Work in the Room  
A pupil
20. Baseball Spelling Match  
All the pupils
21. Exhibit of School Work,  
Examination of the work by the parents, directed by the pupils
22. Social Enjoyment  
Everybody

### Sources of material for Patrons' Day program:

(NOTE: The numbers correspond to the numbers on the above program.)

1. The best composition selected from those written by the whole class.
2. The programs are written and decorated by the pupils in the regular writing and drawing classes.
3. Selected by the children from the songs learned in the music class.
4. *Modern Music Series*, Second Reader.
5. Gordy's *American Explorers*, the class text-book.
6. A McKinley outline map (McKinley Publishing Co., Philadelphia) colored with crayon to show the parts of the country explored by the nations, respectively. An outline map drawn on the board or on heavy Manila paper serves as well.
7. Any collection of J. Miller's poems. Also given in many readers.
8. Class text-book, *Modern Music Series*, Second Reader.
9. This geography game affords an excellent opportunity to review in an interesting way what has been learned in preceding lessons about the various sections of Virginia and the United States.
10. Playing council meeting is done after a visit to the city council, in connection with the study of its officers and their duties.
11. Based upon the discussion of current events in opening exercises.
12. Selected by the pupils from those written by the whole class on subjects chosen by the children.
13. The regular drill for safety in case of fire.
14. The arithmetical processes included in this board contest are the fundamental processes learned in the lower grades or the new processes learned in the fifth grade.
15. The result of a visit to a commission store and of the class work in simple commission.
16. Problems asked by the teacher and related to the child's immediate surroundings.
17. The class text-book, *The Heath Readers*, Book Five.
18. The class text-book, Hazard's *Three Years With the Poets*.

18. Oral composition in the language class.
19. Same.
20. Manuscript. The words used are those of the regular spelling work.
21. Regular class work of the children.

## HALLOWE'EN

## GRADE VII

Song .....	"Hallowe'en"
Short talks on "Ghosts in Literature."	
Dramatization.....	"Witches' Scene" from "Macbeth"
Recitation.....	"Hants! Child! Hants!"
Drill and March .....	"Jack-o'-lantern"

## THANKSGIVING

## GRADE VI

## I. A dramatization of "The Courtship of Miles Standish."

ACT I. Scene 1—Miles Standish's Home. Standish makes his request of John Alden. Scene 2—A Strip of Woods and Priscilla's Home. Alden carries the Captain's message to Priscilla. Scene 3—Standish's Home. Alden reports the result of his visit; Standish is summoned to the Council.

ACT II. Scene 1—Council Chamber. Challenge to war is accepted. Scene 2—Woods near the Seashore in Early Morning. Standish and his Army march to battle. Scene 3—Same scene later. Pilgrims say good-bye to Mayflower; Priscilla and John Alden decide to be friends. (Seven to eight months elapse between Acts II and III.)

ACT III. Scene 1—Priscilla's Home. Alden loves and serves in silence; news of Standish's death is brought. Scene 2—The Church. Priscilla and Alden are married; Standish returns and they renew their friendship.

NOTE: Dealing as it does with adult thoughts and feelings, this program requires a markedly sensible attitude on the part of teacher and pupils; and unless this attitude prevails it should not be given.

## II. The Pilgrims and the First American Thanksgiving.

Song.....	"Praise God"
Composition.....	"The Pilgrims in England"
Tableau.....	Interior of Dutch Home
Song .....	"In Holland"
Composition,	
"The Embarkation from Holland, and the Voyage to America"	
Song.....	"The Landing of the Pilgrims"
Tableau.....	Pilgrim Home, Priscilla Spinning and Singing
Solo.....	"Spin, Lassie, Spin"
Composition.....	"The First Thanksgiving"
Song.....	"We Thank Thee"

## TYPICAL PROGRAMS FOR CHRISTMAS

[NOTE: Christmas is the Day of days and its proper observance is controlled by a spirit which is a combination of reverence and good feeling. It is one of the best days for a general program in which as many as practicable of the pupils of the entire school join.]

I. A typical program is "The Children's Messiah," which was given December 19, 1911, by the Normal School Glee Club and pupils of the Training School, assisted by members of the Faculty and the Kindergarten Training Class. This program as given was a combination of music, stories, and stereopticon views portraying the life of Christ. Either music, pictures, or stories could be given separately. The material will be found in Hofer's *Christ Child in Art, Song, and Story*, published by Clayton F. Summy Co., Chicago. Colored slides may be rented from Frances E. Farrar, East Hill, Elmira, New York.

Schools that include several pupils in the High School grades might well consider giving this program.

II. A program that is typical of the Christmas celebrations prepared by individual grades is "Santa's Visit to Favorite Children," a dramatization worked out and given by the Second Grade of the Training School, Farmville, Virginia; Elizabeth Falls, supervisor. This dramatization is published in full in the *Virginia Journal of Education*, November, 1912.

## TYPICAL CONFEDERATE DAY PROGRAM

## GRADE VII

Song....."The Bonnie Blue Flag"  
 Compositions....."Lee and Jackson through the Civil War"  
 Recitation....."The Sword of Lee"  
 Song....."Jackson's Way"  
 Short talk on "The South As the Battleground."  
 Song....."Lorena"  
 Reading....."The Conquered Banner"  
 Debate,  
     "Resolved, That the Civil War resulted in the making of a greater  
     nation"  
 Song....."Dixie" (words adopted by the U. D. C.)

NOTE: Materials for program may be had from "War Songs and Poems," by H. M. Wharton. Words to "Dixie" published by the U. D. C.

## TYPICAL JOINT PROGRAM FOR WASHINGTON'S BIRTHDAY

### KINDERGARTEN AND FIRST GRADE

#### PART I (Kindergarten)

Marching with flags, soldier caps, and badges.  
 Marching by twos and fours.  
 Children form in lines singing, "Forward, March, Boys."  
 Waving flags to the music of "America" and "Dixie."

#### PART II (Grade I)

Motion song with flags.  
 Brief facts, incidents, and maxims of George Washington's life related by class.  
 Dramatization of "Betsy Ross and George Washington."  
 "Soldier Boy," a marching game.

## TYPICAL MARCH PROGRAM

### GRADE IV

Introduction (explaining how the poems and songs were learned in connection with the month's work).....By one of the girls

Song—"Easter" (26).....Class  
 Poems.....Recited by members of class

1. "Spring Waking"
2. "The Alder by the River"
3. "The Violets"
4. "The Laughing Chorus" (Poem)
5. "Who Has Seen the Wind?"—(Rossetti)
6. "The Winds of March"

Story, "The Four Winds" (Indian legend).....Told by a boy  
 "The Winds," Hiawatha.....Read by a boy  
 "March is Merry" (Poem).....One of the girls  
 "Wind Song" (Stevenson) (40 a).....Class  
 Dance, "German Hopping Dance".....Class

## TYPICAL LONGFELLOW PROGRAM

### GRADE VI

Composition—"Longfellow's Life through His Poems" (Quotations from "My Lost Youth," "To the River Charles," "To the Avon," "From My Armchair," "Footsteps of Angels," "The Builders," "Resignation," and other poems).

Song....."The Children's Hour"  
 Recitation....."My Lost Youth"

Reading (illustrated by life pictures)—"The Lover's Errand," from "Courtship of Miles Standish."

Song—"She Sleeps, My Lady Sleeps," or "Stars of the Summer Night."

## TYPICAL MAY DAY PROGRAM

## ALL GRADES

Friday, May 2, 1913, 4:30 P. M., on the Campus, State Normal School.

- |  |                     |
|--|---------------------|
| I. Entering March.....                 | All grades          |
| II. Opening Chorus—"May Is Here".....  | All grades          |
| "Now Is the Month of May".....         | Grades III and VIII |
| III. Crowning of the Queen:            |                     |
| 1. Procession.....                     | Grade IV            |
| 2. Song—"Crown Her, O Crown Her".....  | Grades III and IV   |
| 3. The Crowning.....                   | Grade VI            |
| IV. Song—"Hail to the Queen".....      | Grades III to VIII  |
| V. Dance—"May Time".....               | Grade III           |
| VI. Dance—"Mazurka I".....             | Grade IV            |
| VII. Dance—"Lads and Lassies".....     | Kindergarten        |
| VIII. Dance—"First of May".....        | Grade I             |
| IX. Dance—"Tantoli".....               | Grade II            |
| X. Dance—"Schottische".....            | Grade V             |
| XI. Dance—"Weaving Dance".....         | Grade VI            |
| XII. "May Pole Dance".....             | Grades VII and VIII |
| XIII. Song—"Sing, Happy Children"..... | Grades III and IV   |

## THE PEACE DAY PROGRAM

A program for the celebration of Universal Peace Day, May 18, will be found in the government *Peace Day Bulletin*, compiled under the direction of the Bureau of Education by Mrs. Fannie Fern Andrews, Secretary of the American School Peace League. It also contains much valuable material and a list of books and pamphlets to be used in the study of the Peace Movement and in preparing the Peace Day Program. It will be sent to teachers free upon request. Address Government Printing Office, Washington, D. C.

Lucile Gulliver's *The Friendship of Nations* (Boston, D. C. Heath & Co., 60c.) will furnish very interesting supplementary reading to be used in preparing discussions or debates. It is attractively printed and illustrated, and should be in every school library.

In Grades V, VI, and VII, history, civics, current events, and the literature and geography of war are studied in such ways as to reveal the uselessness and cruelty of war rather than its romance and attractiveness. The celebration of Peace Day on May 18 draws together these lines of work toward the close of the school year and impresses the gospel of peace among nations in much the same way that the Christmas celebration in the midst of the year impresses the gospel of peace among individuals. It gives a natural culminating point for much of the year's work.

If a debate is held on this day, particular care is taken to select a question that will not necessitate some of the debaters upholding war. For a pupil to argue against peace will defeat the purpose of the celebration of Peace Day for that pupil, at least, and perhaps for many others. The best questions for debate are the live ones which often present themselves in the study of international affairs in current events. To keep in touch with such things each pupil subscribes to the school-

children's newspaper, *Current Events* (published weekly by the Educational Press Co., Springfield, Mass., 30 half-year subscriptions, 10c. each). The pupils choose the question for debate from a list made up with the help of the teacher in the current events class. Some specimen questions are given below:

*Resolved*, That the United States should submit to arbitration the question of Panama tolls.

*Resolved*, That armaments are necessary to preserve peace.

*Resolved*, That all questions of international dispute should be submitted to arbitration.

*Resolved*, That the United States should abolish her standing army, except what is necessary for police purposes.

*Resolved*, That the great powers should manufacture their own military and naval equipment.

## OTHER SPECIAL DAYS

(Not yet provided for in the Outline)

### VIRGINIA BIRD DAY, MAY 4

"Suggested Program for Bird Day," furnished by the Audubon Society of Virginia, will be found in the *Virginia Journal of Education*, April, 1913, p. 294.

"Junior Audubon Societies," by Katherine H. Stuart, an article explaining how to organize school children for the protection of birds, appeared in the same *Journal* for March, 1913, p. 248. The observance of Bird Day is a part of the work suggested.

Write for leaflets and information to Mrs. W. E. Harris, President and Secretary, Virginia Audubon Society, 1039 Grace Street, Richmond, Virginia.

### ARBOR DAY

"Arbor Day Suggestions," *Hampton Leaflets*, November, 1907, gives excellent material for this program. It is distributed free for the asking by Hampton Institute Press, Hampton, Virginia.

*The Plan Book*, Intermediate, for April, pages 1013 to 1029, is also available. Published by A. Flanagan Company, Chicago, 25 cents.

## APPENDIX II

### SOURCES OF SONGS, GAMES, POEMS AND STORIES

[NOTE: The numbers in parenthesis after titles of songs, games, poems, and stories, used in the Course of Study, refer to sources in books as numbered in this list. Practically any of the music and game books can be secured through large dealers such as The White-Smith Music Publishing Co., 13 E. 17th St., New York City. Their catalog is very helpful and may be had for the asking. Sheet music may be secured from Theodore Presser, Chestnut St., Philadelphia. The J. P. Bell Company, Lynchburg, Va., will furnish any of the books containing poems and stories.]

1. Song Development for Little Children.....	<i>Ripley and Heartz</i>
2. Small Songs for Small Singers.....	<i>Neidlinger</i>
3. Song Primer.....	<i>Bentley</i>
4. Finger Plays.....	<i>Poulsson</i>
5. Mother Goose Melodies.....	<i>Elliot</i>
6. Mother Goose Songs.....	<i>Crownshield</i>
7. Song Stories for the Kindergarten.....	<i>Hill</i>
8. Songs and Music—Mother Play.....	<i>Blow</i>
9. Merry Songs and Games.....	<i>Hubbard</i>
10. Timely Games and Songs for the Kindergarten.....	<i>Reed</i>
11. Ring Songs and Games.....	<i>Clifford</i>
12. Songs of a Little Child's Day.....	<i>Poulsson</i>
13. Holiday Songs.....	<i>Poulsson</i>
14. Songs of Happiness.....	<i>Bailey</i>
15. Songs and Games for Little Ones.....	<i>Walker and Jenks</i>
16. Song Echoes from Child Land.....	<i>Walker and Jenks</i>
17. Song Series, Book 1.....	<i>Bentley</i>
18. Song Series, Book 2.....	<i>Bentley</i>
19. Songs of the Child World, Book 1.....	<i>Gaynor</i>
20. Songs of the Child World, Book 2.....	<i>Gaynor</i>
21. Lilts and Lyrics.....	<i>Gaynor</i>
22. Songs for Little Children, Part 1.....	<i>Eleanor Smith</i>
23. Songs for Little Children, Part 2.....	<i>Eleanor Smith</i>
24. Nature Songs for Children.....	<i>Knowlton</i>
25. (a) Children's Singing Games, Old and New.....	<i>Hofer</i>
(b) Folk Games and Dances.....	
26. Songs in Season.....	<i>George</i>
27. Earth, Air and Sky, Book 1.....	<i>Neidlinger</i>
28. Earth, Air and Sky, Book 2.....	<i>Neidlinger</i>
29. Songs Every One Should Know.....	<i>Johnson</i>
30. Beacon Song Series, Book 2.....	<i>Griggs</i>
31. The Laurel Music Reader.....	<i>Tomlins</i>
32. The Laurel Song Book.....	<i>Tomlins</i>
33. Folk Songs and Other Songs for Children.....	<i>Whitehead</i>
34. One Hundred Folk Songs.....	<i>Gilbert</i>
35. Christ Child in Art, Story and Song.....	<i>Hofer</i>
36. Christmas Carols and Hymns.....	<i>Damm</i>
37. Hymns and Tunes for Schools.....	<i>Turner</i>

38. New Educational Series:
  - (a) First Reader
  - (b) Second Reader
  - (c) Third Reader
39. Eleanor Smith Course:
  - (a) First Book
  - (b) Second Book
  - (c) Third Book
  - (d) Fourth Book
40. Modern Music Series:
  - (a) Primer
  - (b) First Book
  - (c) Second Book
  - (d) Third Book
  - (e) Alternate Third Book
  - (f) Fourth Book
41. New American Readers:
  - (a) First Book
  - (b) Second Book
  - (c) Third Book
  - (d) Fourth Book
42. Manuscript. Source not known, but copies may be secured from the Principal at the cost of copying and mailing.
43. Methodist Hymnal.
44. School Music Leaflet for Special Days, sold by P. C. Hayden, Keokuk, Iowa.
45. Graded Games and Rhythmic Exercises.....*Newton*
46. Games for the School.....*Bancroft*
47. Folk Dances and Games.....*Burchenal*
48. Folk Dances and Games.....*Crawford*
49. In the Child's World.....*Poulsson*
50. Graded Classics.....*Haliburton*
  - (b) First Reader
  - (c) Second Reader
  - (d) Third Reader
  - (e) Fourth Reader
  - (f) Fifth Reader
51. Little Folk—Lyrics.....*Sherman*
52. The Howe Readers:
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
  - (d) Third Reader
53. A Child's Garden of Verses.....*Stevenson*
54. The Aldine Readers:
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
55. All the Year Round Nature Series.....*Strong*
56. Nature in Verse.....*Lovejoy*
57. St. Nicholas
58. Three Years With the Poets.....*Hazard*
59. Reading Literature Series.....*Free and Tredwell*
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
  - (d) Third Reader
  - (e) Fourth Reader



60. Summers's Readers:
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
61. Language Readers.....*Baker and Carpenter*
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
  - (d) Third Reader
  - (e) Fourth Reader
  - (f) Fifth Reader
  - (g) Sixth Reader
62. Æsop's Fables
63. Nature Myths.....*Flora Cooke*
64. Songs of School and Play.....*Rix*
66. Literary Masterpieces.....*Houghton Mifflin Co.*
67. For the Children's Hour.....*Bailey and Lewis*
68. Poems Every Child Should Know.....*Mabie*
69. Season Poems.....*Riley*
70. Haliburton Readers:
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
71. Primary School Readers.....*Elson*
  - (b) Book I
  - (c) Book II
  - (d) Book III
  - (e) Book IV
72. Readers .....*Jones*
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
73. Graded Literary Readers:
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
74. Lights to Literature:
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
75. American School Readers:
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
  - (d) Third Reader
76. Snowbound and Other Poems.....*Whittier*
77. Child Life Readers:
  - (a) Primer
  - (b) First Reader
  - (c) Second Reader
78. Webster-Cooley English Course:
  - (a) Book I
79. Mother Stories.....*Lindsay*
80. The Story Hour.....*Kate Douglas Wiggin*
81. Fairy Tales and Fables.....*Baldwin*
82. Firelight Stories.....*Bailey*
83. More Mother Stories.....*Lindsay*

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- |      |   |                                  |
|------|---|----------------------------------|
| 84.  | Poems of Childhood.....                       | <i>Field</i>                     |
| 85.  | Edson-Lang Readers:                           |                                  |
|      | (b) First Reader                              |                                  |
| 86.  | Heart of Oak Books.....                       | <i>Norton</i>                    |
|      | (a) Book I                                    |                                  |
|      | (b) Book II                                   |                                  |
|      | (c) Book III                                  |                                  |
|      | (d) Book IV                                   |                                  |
| 87.  | Book of Nursery Rhymes.....                   | <i>Welsh</i>                     |
| 88.  | Riverside Readers.....                        | <i>Van Sickle and Seegmiller</i> |
|      | (a) Primer                                    |                                  |
|      | (b) First Reader                              |                                  |
|      | (c) Second Reader                             |                                  |
|      | (d) Third Reader                              |                                  |
|      | (e) Fourth Reader                             |                                  |
|      | (f) Fifth Reader                              |                                  |
| 89.  | Tell Me a Story.....                          | <i>McMurry</i>                   |
| 90.  | Tell Me a True Story.....                     | <i>Stuart</i>                    |
| 91.  | Story of the Bible.....                       | <i>Hurlbut</i>                   |
| 92.  | The Carroll and Brooks Readers:               |                                  |
|      | (a) Primer                                    |                                  |
|      | (b) First Reader                              |                                  |
|      | (c) Second Reader                             |                                  |
| 93.  | How to Tell Stories to Children.....          | <i>Sarah Cone Bryant</i>         |
| 94.  | In Story Land.....                            | <i>Harrison</i>                  |
| 95.  | Boston Collection of Kindergarten Stories     |                                  |
| 96.  | A Kindergarten Story Book.....                | <i>Hoxie</i>                     |
| 97.  | Progressive Road to Reading:                  |                                  |
|      | (a) Book I                                    |                                  |
|      | (b) Book II                                   |                                  |
|      | (c) Book III                                  |                                  |
|      | (d) Book IV                                   |                                  |
| 98.  | To be had in sheet music                      |                                  |
| 99.  | The Assembly Song Book                        |                                  |
| 100. | Stories to Tell to Children.....              | <i>Sarah Cone Bryant</i>         |
| 101. | Grammar School Readers.....                   | <i>Elson</i>                     |
|      | (a) Book I                                    |                                  |
|      | (b) Book II                                   |                                  |
| 102. | The Wide-Awake Readers:                       |                                  |
|      | (a) Primer                                    |                                  |
|      | (b) First Reader                              |                                  |
|      | (c) Second Reader                             |                                  |
|      | (d) Third Reader                              |                                  |
| 103. | Old Stories of the East.....                  | <i>Baldwin</i>                   |
| 104. | Tales and Customs of the Ancient Hebrews..... | <i>Herbst</i>                    |
| 105. | Fifty Famous Stories.....                     | <i>Baldwin</i>                   |
| 106. | Nature Myths.....                             | <i>Holbrook</i>                  |
| 107. | Cattails and Other Tales.....                 | <i>Howlston</i>                  |
| 108. | Teaching Poetry in the Grades.....            | <i>Smith and Haliburton</i>      |
| 109. | Favorite Greek Myths.....                     | <i>Hyde</i>                      |
| 110. | Stories of Old Greece.....                    | <i>Firth</i>                     |
| 111. | Wild Animals I Have Known.....                | <i>Ernest Thompson-Seton</i>     |
| 112. | Pied Piper and Other Stories.....             | <i>Banta</i>                     |
| 113. | Primary Plan Books (Revised Edition).....     | <i>Marian George</i>             |
| 114. | Month by Month Books for Primary Grades.....  | <i>Willis and Farmer</i>         |
| 115. | The Bible                                     |                                  |
| 116. | Stepping Stones to Literature:                |                                  |
|      | (b) First Reader                              |                                  |
|      | (c) Second Reader                             |                                  |

117. Andersen's Fairy Tales.....
118. The Folk Dance Book.....*Crampton*
119. Practical Reader Series:  
     (b) First Reader  
     (c) Second Reader  
     (d) Third Reader
120. Graded Poetry.....*Alexander-Blake*  
     (a) For Grades I and II
121. Expressive Readers:  
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